APR Indicator	<u>UPIPS Area</u>		<u>Item Description</u>	Utah Rules	<u>In Complian</u>	<u>ce?</u>		Correction Action Needed
			STUDENT RECORD REVIEW		KEY:		Some file compliance erro	rs may be immediately correctable in the current file. In that
File #	Student Name:				Yes = Item compliance		case, the errors has been n	narked as "Corrected On:" with room for the reviewer to write  For file errors that can not be corrected in the current file,
	Student Date of Birth	:			No = Item no compliano		documentation of training	ng, as well as documentation that the training was applied
	Date of File Review:				N/A = Item is			empleted after the training is required, and is addressed with nentation that training results in correction:" with room for the
	Name of File Reviewe	er:			applicable		reviewer to write the date of	training and the date that the training was applied correctly in
	Comments:				UD = Unable determine if iter compliance	m is in		ining. NOTE: File correction options may change based upon s. If changing correction option, please indicate reason.
	General Supervision	IEV	INITIAL EVALUATION					
	General Supervision	IEV	INITIAL EVALUATION TIMELINES					
	General Supervision		Review of Existing Evaluation Data Date (if appropriate):		Yes No N/A	UD		
8	General Supervision		Consent for Initial Evaluation Date:		Yes No N/A		Training Date:	Documentation that training results in correction:
11	General Supervision		Date School Received Consent for Initial Evaluation:				Ţ,	Ŭ
11	General Supervision		Date Initial Evaluation Completed:					
11	General Supervision		Evaluation completed within 45 schools days of receiving parental consent.		Yes No N/A	UD	Training Date:	Documentation that training results in correction:
11	General Supervision		If evaluation not within 45 school day time limit, list reason for delay:					
	General Supervision	IEV	INITIAL EVALUATION ITEMS					
		IEV.1	For an initial evaluation (IF APPROPRIATE), the IEP team that includes the parents reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of academic achievement and related developmental needs, and whether the student needs special education and related	II.H.1				
	General Supervision		services.		Yes N/A	UD	Training Date:	Documentation that training results in correction:
	General Supervision	IEV.1a	If Review of Existing Evaluation Data conducted, check those who provided input—IEP team members by signature, title and date. (If not appropriate for an initial evaluation, skip this item.)	II.H.1				
	General Supervision		Parents or attempts to involve parents	II.H.1	Yes No N/A	UD	Training Date:	Documentation that training results in correction:
	General Supervision		Regular education teacher, unless student does/will not participate in regular education environment	II.H.1	Yes No N/A		Training Date:	Documentation that training results in correction:
	General Supervision		Special education teacher	II.H.1	Yes No N/A		Training Date:	Documentation that training results in correction:
	General Supervision		A qualified representative of the LEA	II.H.1	Yes No N/A		Training Date:	Documentation that training results in correction:
	General Supervision		An individual who can interpret instructional implications of the evaluation process	II.H.1	Yes No N/A		Training Date:	Documentation that training results in correction:
	General Supervision	15) ( 0	Other:	II.H.1	Yes No N/A		Training Date:	Documentation that training results in correction:
8	General Supervision	IEV.2	Consent for Initial Evaluation included in the student's file.		Yes No N/A		Corrected on:	Decree at the theta in a second in a second in
<u>8</u> 8	General Supervision General Supervision	IEV.3	Written Notice of Initial Evaluation.  Procedural Safeguards provided to parents/guardians.	IV.D.1	Yes No N/A Yes No N/A		Training Date: Corrected on:	Documentation that training results in correction:
0	General Supervision	IEV.4 IEV.5	Evaluation was sufficiently comprehensive to identify all of the student's special	11.F.1	TES IND IN/A	UD	Corrected on.	
	General Supervision	164.5	education and related service needs.	11.5.1	Yes No N/A	UD	Corrected on:	
	General Supervision	REV	REEVALUATION					
	General Supervision		REEVALUATION TIMELINES					
	General Supervision	I L L V	Review of Existing Evaluation Data Date:					
8	General Supervision		Reevaluation Consent Date (if needed):	1				
	General Supervision	REV	REEVALUATION ITEMS					
			The IEP team that includes the parents reviews existing evaluation data and determines whether additional data are needed for determining continuing eligibility, academic achievement and related developmental needs, and whether the student continues to need special education and related services.	II.H.1	Vac. No.	ПР	Training Date:	
	General Supervision		continues to need special education and related services.		Yes No	UD	Training Date:	Documentation that training results in correction:

		5511						1	
	0 1 0	REV.1a	If a Review of Existing Evaluation Data conducted, check those who provided	II.H.1					
	General Supervision		input—IEP tem members by signature, title and date.		.,		/A 115		
	General Supervision		Parents or attempts to involve parents	II.H.1	Yes	No N	/A UD	Training Date:	Documentation that training results in correction:
			Regular education teacher, unless student does/will not participate in regular	II.H.1					
	General Supervision		education environment			No N		Training Date:	Documentation that training results in correction:
	General Supervision		Special education teacher	II.H.1		No N		Training Date:	Documentation that training results in correction:
	General Supervision		A qualified representative of the LEA	II.H.1		No N		Training Date:	Documentation that training results in correction:
	General Supervision		An individual who can interpret instructional implications of the evaluation process	II.H.1		No N		Training Date:	Documentation that training results in correction:
	General Supervision		Other:	II.H.1	Yes	No N	/A UD	Training Date:	Documentation that training results in correction:
8	General Supervision	REV.2	If needed, Consent for Reevaluation included.	IV.F	Yes	No N	/A UD	Training Date:	Documentation that training results in correction:
8	General Supervision	REV.3	Written Notice of Reevaluation.	IV.D.1	Yes	No N	/A UD	Training Date:	Documentation that training results in correction:
		REV.4	Evaluation was sufficiently comprehensive to identify all of the student's special	II.F.1					
	General Supervision		education and related service needs.		Yes	No N	/A UD	Corrected on:	
		•		1					
	General Supervision	IEL	INITIAL ELIGIBILITY						
	General Supervision	IEL	INITIAL ELIGIBILITY TIMELINES						
<del>                                     </del>	General Supervision		Date of Initial Eligibility Determination:						
	General Supervision	IEL	INITIAL ELIGIBILITY NOTICES/COPIES						
8	General Supervision	IEL.1	Notice of Meeting for Eligibility Determination:	IV.B.4	Vec	No N	/A UD	Training Date:	Documentation that training results in correction:
	General Supervision	IEL.1	Written Notice of Initial Eligibility.			No N		Training Date:	· · · · · · · · · · · · · · · · · · ·
8				IV.D.1				ŭ	Documentation that training results in correction:
0	General Supervision	IEL.3	Evaluation Summary Report and Eligibility Determination completed.	11.1.2		No N		Corrected on:	
8	General Supervision	IEL.4	Parents given copy of Evaluation Summary Report.	11.1.2	Yes	No N	/A UD	Corrected on:	
		IEL.5	A variety of assessment tools and strategies were used to gather relevant	II.F.1					
			functional/developmental and academic information that was used in determining						
	General Supervision		eligibility.		Yes	No N	/A UD	Corrected on:	
		IEL.6	Parental input was used in determining eligibility and to gather relevant	II.F.1					
			functional/developmental and other information related to student involvement and						
8	General Supervision		progress in general curriculum (preschoolers—appropriate activities).			No N		Corrected on:	
8	General Supervision	IEL.7	Parents given a copy of Eligibility Determination documentation.	11.1.2	Yes	No N	/A UD	Corrected on:	
		IEL.8	Is lack of instruction in reading or math the primary factor in determining eligibility?	11.1.3					
9	General Supervision		(Reverse item)		Yes	No N	/A UD	Corrected on:	
		IEL.9	Is limited English proficiency the primary factor in determining eligibility? (Reverse	11.1.3					
9	General Supervision		litem)		Yes	No N	/A UD	Corrected on:	
	,	IEL.10	Complete Eligibility Determination form for disability category, then indicate	II.J					
	General Supervision		compliance status.						
	Contra Caporticion		The student meets the categorical eligibility criteria of one of the disability categories.	11.1.3					
9,10	General Supervision		The stadent mode the sategoriean enginemy statement of the disability sategories.	11.1.0	Yes	No N	/A LID	Corrected on:	
3,10	General Gupervision				103	140 14	A 0D	Corrected on:	
	General Supervision	REL	REEVALUATION ELIGIBILITY						
	General Supervision	REL	REEVALUATION ELIGIBILITY TIMELINES		+				
	General Supervision	INEL	Most recent Eligibility Determination Date:						
<del></del>	General Supervision			-	1				
	General Supervision	חבי ז	Last Eligibility Determination Date:	11.0.0	1				
	Compand Compands	REL.1	Student reevaluated at least once every 3 years; more often if conditions warrant, or if	II.G.2	V	No. N	/A	Training Date:	Decimentation that training vacuity in a constitution
	General Supervision		there is a parent/teacher request.		Yes	NO N	/A UD	Training Date:	Documentation that training results in correction:
	General Supervision	REL	REEVALUATION ELIGIBILITY NOTICES/COPIES					T 11 B 1	
	General Supervision		Notice of Meeting for Eligibility Determination:					Training Date:	Documentation that training results in correction:
8	General Supervision		Written Notice of Continuing Eligibility:			No N		Training Date:	Documentation that training results in correction:
	General Supervision	REL.4	Evaluation Summary Report and Eligibility Determination completed.	11.1.2		No N		Corrected on:	
8	General Supervision	REL.5	Parent given a copy of Evaluation Summary Report.	11.1.2	Yes	No N	/A UD	Corrected on:	
		REL.6	Variety of assessment tools and strategies were used to gather relevant	II.F.1					
			functional/developmental and academic information that was used in determining						
	General Supervision		eligibility.		Yes	No N	/A UD	Corrected on:	
	-1	REL.7	Parental input was used to determine eligibility and to gather relevant	II.F.1					
			functional/developmental and other information related to student involvement and						
8	General Supervision		progress in general curriculum (preschoolers—appropriate activities).		Yes	No N	A LID	Corrected on:	
7/08/08	Contoral Capervision		progress in general sumsulant (procentioners—appropriate activities).	<u> </u>	100	110 11	,, 00	Corrected on.	

	0	DEL 0	In the state of th	11.1.0	IV N-	. N1/A		0	
8	General Supervision	REL.8	Parents given copy of Eligibility Determination Documentation.		Yes No	) N/A	UD	Corrected on:	
		REL.9	Is a lack of instruction in reading or math the primary factor in determining eligibility?	11.1.3					
9	General Supervision		(Reverse item)		Yes No	N/A	UD	Corrected on:	
		REL.10	Is limited English proficiency the primary factor in determining eligibility? (Reverse	11.1.3					
9	General Supervision		item)		Yes No	N/A	UD	Corrected on:	
		REL.11	Complete Eligibility Determination form for disability category, then indicate	II.J					
	General Supervision		compliance status.						
	·		The student meets the categorical eligibility criteria of one of the disability categories.	11.1.3					
9, 10	General Supervision		The state of the		Yes No	N/A	UD	Corrected on:	
				<u> </u>	1				
9, 10	General Supervision	AU	AUTISM						
9. 10	General Supervision	AU.A	AUTISM ELIGIBILITY CRITERIA						
9, 10	General Supervision		Autism is the student's primary disability, although the student may exhibit other	II.J.1					
0.40	Compred Cumpre delen	AU.AT		11.J. I	Van Na	NI/A	LID	Corrected on	
9, 10	General Supervision	411.40	characteristics such as an emotional disturbance or intellectual disability.		Yes No	) N/A	טט	Corrected on:	
		AU.A2	Student exhibits significant impairments in verbal and/or nonverbal communication	II.J.1					
9, 10	General Supervision		and social interaction.		Yes No			Corrected on:	
9, 10	General Supervision		Student's disability adversely affects the student's educational performance.	II.J.1	Yes No			Corrected on:	
9, 10	General Supervision	AU.A4	Student requires special education/related services.	II.J.1	Yes No	N/A	UD	Corrected on:	
9, 10	General Supervision	AU.B	AUTISM EVALUATION						
		AU.B1	Multiple measures (formal and informal), including an autism checklist/rating scale,	II.J.1					
			must be used to assess intellectual, academic, communicative, social, AND adaptive						
9, 10	General Supervision		functioning.		Yes No	N/A	UD	Corrected on:	
,	'	AU.B2	Student's prior medical and developmental history from a qualified health professional	II.J.1					
		7.0.22	must be on record regarding specific syndromes, health concerns, medication, and						
			any information deemed necessary for planning the student's education program.						
9, 10	General Supervision		larly information deemed necessary for planning the student's education program.		Voc No	NI/A	ПD	Corrected on:	
9, 10	General Supervision	ALLDO	A suscess of susplified prefered and property (IFD Team) determined alignitity of	II.J.1	Tes INC	) IN/A	OD	Corrected on.	
0.40	0 1 0	AU.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J. I					
9, 10	General Supervision		student after completion of evaluation procedures:						
9, 10	General Supervision		Parent or student 18 or older	II.J.1	Yes No			Corrected on:	
9, 10	General Supervision		Student	II.J.1	Yes No			Corrected on:	
9, 10	General Supervision		Special education provider	II.J.1	Yes No	N/A	UD	Corrected on:	
			Regular education teacher, unless student does/will not participate in regular	II.J.1					
9, 10	General Supervision		education environment		Yes No	N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.1	Yes No	N/A	UD	Corrected on:	
	·		An individual who can interpret the instructional implications of the evaluation process	II.J.1					
9, 10	General Supervision				Yes No	N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.1	Yes No			Corrected on:	
-,		l	1 * * *			,, .		1	
9, 10	General Supervision	DB.	DEAFBLINDNESS						
9, 10	General Supervision	DB.A	DEAFBLINDNESS ELIGIBILITY CRITERIA						
5, 10	Contra Supervision	DB.A1	Deafblindness is the primary disabling condition, but the student may have other	II.J.2					
9, 10	General Supervision	וא.טט	disabilities in addition to vision and hearing loss.	11.0.2	Yes No	NI/A	ПD	Corrected on:	
9, 10	General Supervision	DB 40		11 1 2	Yes No			Corrected on:	
			Student's disability adversely affects student's educational performance.		_				
9, 10	General Supervision	DB.A3	Student requires special education/related services.	II.J.2				Corrected on:	
9, 10	General Supervision		Student has a combination of vision loss and hearing loss.	II.J.2	Yes No	N/A	טט	Corrected on:	
9, 10	General Supervision		DEAFBLINDNESS EVALUATION						
		DB.B1	Multiple measures (formal <u>and</u> informal) are used to assess vision and hearing and all	II.J.2					
9, 10	General Supervision		areas of suspected deficits.		Yes No	N/A	UD	Corrected on:	
		DB.B2	Evaluation includes and takes into consideration impact of the combined vision and	II.J.2					
9, 10	General Supervision		hearing losses.		Yes No	N/A		Corrected on:	
9, 10	General Supervision	DB.B3	Audiological Evaluation includes both clinical and functional assessment.	II.J.2	Yes No	N/A	UD	Corrected on:	
9, 10	General Supervision	DB.B4	Vision Evaluation includes both ophthalmological and functional assessment.		Yes No			Corrected on:	
9, 10	General Supervision	DB.B5	Team must consider and evaluate if appropriate:		Yes No			Corrected on:	
9, 10	General Supervision		Language and communication needs		Yes No			Corrected on:	
9, 10	General Supervision		Current and future needs for instruction in Braille or the use of Braille		Yes No			Corrected on:	
7/08/08	2 3.10. a. Capol (10/01)		The state of the s						

9, 10	General Supervision	DD DEc	Orientation and Mobility (O&M) needs	11 1 2	Yes N	ο N/Λ	IID	Corrected on:	
9, 10	Gerierai Supervision				162 14	U IN/A	UD	Corrected ori.	
		DB.B5d	Accommodations and modifications necessary for the student to be able to access the	II.J.2					
9, 10	General Supervision		general curriculum and other activities		Yes No			Corrected on:	
9, 10	General Supervision	DB.B5e	Assistive technology needs	II.J.2	Yes No	o N/A	UD	Corrected on:	
·	·		A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.2					
9, 10	General Supervision	<i>DD</i> . <i>D</i> 0	student after completion of evaluation procedures:						
	General Supervision			11 1 0	Mar. NI	- NI/A	LID	0	
9, 10			Parent or student 18 or older	II.J.2	Yes No			Corrected on:	
9, 10	General Supervision		Student	II.J.2	Yes No			Corrected on:	
9, 10	General Supervision		Special education provider		Yes No	o N/A	UD	Corrected on:	
			Regular education teacher, unless student does/will not participate in regular	II.J.2					
9, 10	General Supervision		education environment		Yes No	o N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.2	Yes N			Corrected on:	
0, 10	Contral Capervicion		An individual who can interpret the instructional implications of the evaluation process	II.J.2	100 11	0 11//1		Corrected on:	
0.40	0 1 0		An individual who can interpret the instructional implications of the evaluation process	II.J.Z	V NI	- NI/A	LID	0	
9, 10	General Supervision				Yes No			Corrected on:	
9, 10	General Supervision		Other	II.J.2	Yes No	o N/A	UD	Corrected on:	
9, 10	General Supervision	DD	DEVELOPMENTAL DELAY						
9, 10	General Supervision	DD.A	DEVELOPMENTAL DELAY ELIGIBILITY CRITERIA						
9, 10	General Supervision		Student's primary disability is not one of the other disabilities.	II.J.3	Yes N	o N/A	UD	Corrected on:	
-,			When adequate evaluation data is available, student is classified in one of the other	II.J.3	1				
9, 10	General Supervision	DD.AZ	disability categories.	11.0.0	Yes No	ο N/Λ	LID	Corrected on:	
9, 10	General Supervision	DD 40		11.10	162 M	U IN/A	טט	Corrected on:	
		DD.A3	Student has a significant delay, defined as 1.5 standard deviations below the mean, or	II.J.3					
			at or below the 7th percentile in three areas of development; 2.0 standard deviations						
			below the mean, or at or below the 2nd percentile in two areas of development; 2.5						
			standard deviations below the mean, or at or below the 1st percentile in one area if						
9, 10	General Supervision		development.		Yes No	o N/A	UD	Corrected on:	
9, 10	General Supervision	DD.A4	Student's disability adversely affects student's educational performance.	11 1 3	Yes No			Corrected on:	
		טט.	Otaches disability adversely affects student's educational performance.						
	Canaral Suparvicion		IStudent requires enecial education/related convices	11 1 2	Vac N	ο N/Λ	HID	Corrected on:	
9, 10	General Supervision		Student requires special education/related services.	II.J.3	Yes N	o N/A	UD	Corrected on:	
9, 10	General Supervision General Supervision	DD.B	DEVELOPMENTAL DELAY EVALUATION		Yes N	o N/A	UD	Corrected on:	
9, 10	General Supervision	DD.B	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected	II.J.3					
		DD.B1	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.	II.J.3	Yes No			Corrected on:	
9, 10	General Supervision General Supervision	DD.B	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected						
9, 10	General Supervision	DD.B1	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.	II.J.3		o N/A	UD		
9, 10	General Supervision General Supervision	DD.B1	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.	II.J.3	Yes No	o N/A	UD	Corrected on:	
9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.3	Yes No	o N/A	UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:	II.J.3 II.J.3	Yes No	o N/A	UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older	II.J.3 II.J.3 II.J.3	Yes No	o N/A o N/A	UD UD	Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student	II.J.3 II.J.3 II.J.3 II.J.3	Yes No	o N/A o N/A o N/A o N/A	UD UD UD UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No	o N/A o N/A o N/A o N/A	UD UD UD UD	Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular	II.J.3 II.J.3 II.J.3 II.J.3	Yes No	o N/A o N/A o N/A o N/A o N/A	UD UD UD UD UD UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A 0 N/A 0 N/A 0 N/A 0 N/A	UD UD UD UD UD UD UD UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No	0 N/A 0 N/A 0 N/A 0 N/A 0 N/A	UD UD UD UD UD UD UD UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A 0 N/A 0 N/A 0 N/A 0 N/A	UD UD UD UD UD UD UD UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A 0 N/A 0 N/A 0 N/A 0 N/A 0 N/A 0 N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD UD UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	DD.B1 DD.B2	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD UD UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10	General Supervision	DD.B DD.B1 DD.B2 DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD UD UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10	General Supervision	DD.B DD.B1 DD.B2 DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD UD UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10	General Supervision	DD.B DD.B1 DD.B2 DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10 9, 10	General Supervision	DD.B DD.B2 DD.B3  DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3  DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3  DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.	II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3 DD.B3 DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.	II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3 DD.B3 DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  Team determines that the inappropriate behaviors are not due to an intellectual	II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3 DD.B3 DD.B3 DD.B3 DD.B3 DD.B3 DD.B3	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  Team determines that the inappropriate behaviors are not due to an intellectual disability, vision or hearing impairments, or other medical conditions.	II.J.3	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3 DD.B3 DD.B3 ED.A ED.A1 ED.A2 ED.A3 ED.A4 ED.B	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  Team determines that the inappropriate behaviors are not due to an intellectual disability, vision or hearing impairments, or other medical conditions.  EMOTIONAL DISTURBANCE EVALUATION	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.4 II.J.4 II.J.4	Yes No Ye	0 N/A	UD	Corrected on:	
9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3 DD.B3 DD.B3 ED.A ED.A1 ED.A2 ED.A3 ED.A4 ED.B	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  Team determines that the inappropriate behaviors are not due to an intellectual disability, vision or hearing impairments, or other medical conditions.  EMOTIONAL DISTURBANCE EVALUATION  Multiple measures (formal and informal) must be used to assess behavioral, social,	II.J.3	Yes No Ye	0 N/A	UD U	Corrected on:  Corrected on:	
9, 10  9, 10	General Supervision	DD.B DD.B2 DD.B3 DD.B3 DD.B3 ED.A ED.A1 ED.A2 ED.A3 ED.A4 ED.B	DEVELOPMENTAL DELAY EVALUATION  Multiple measures (formal and informal) are used to assess the areas of suspected delay.  Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory, motor, and communication skills.  A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  EMOTIONAL DISTURBANCE  EMOTIONAL DISTURBANCE ELIGIBILITY CRITERIA  Emotional Disturbance is the primary disability.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  Team determines that the inappropriate behaviors are not due to an intellectual disability, vision or hearing impairments, or other medical conditions.  EMOTIONAL DISTURBANCE EVALUATION	II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.3 II.J.4 II.J.4 II.J.4	Yes No Ye	0 N/A	UD U	Corrected on:	

		ED.B2	Documentation which demonstrates that the behavior adversely affects the student's	II.J.4				
			educational performance has been exhibited over a log period of time and to a marked					
9, 10	General Supervision		degree is included.		Yes	No N/	A UD	Corrected on:
		ED.B3	Educational observations of the student that include at least three (3) fifteen-minute	II.J.4				
			observations on referring behavior pinpoints. A comparison student who is not a					
			student with a disability and who is not being referred must be selected and observed					
			in the same setting on the same behavior pinpoints as the referred student. An					
			assigned member of the evaluation team other than the student's regular classroom					
			teacher will make the educational observations. (These observations are required only					
			for initial evaluation for classification, not for reevaluation, unless determined to be					
9, 10	General Supervision		needed by the IEP team).		Yes	No N/	A UD	Corrected on:
9, 10	General Supervision	ED.B4	Complete documentation in the student's records in each of the following areas:	II.J.4	103	140	( 05	Controlled on:
3, 10	General Supervision	a a	Academic performance as evidenced by achievement tests, classroom academic	II.J.4				
9, 10	General Supervision	а	screenings and tests, report cards, and cumulative records.	11.3.4	Voo	No NI/	A UD	Corrected on
9, 10	General Supervision	-	Social/behavior/adaptive assessments and other data, which provide information	11.1.4	res	NO IN/	עט א	Corrected on:
		b		II.J.4				
0.40			regarding the student's past and present patterns of interactions with peers, family,					
9, 10	General Supervision		teachers, adults, and others.				A UD	
9, 10	General Supervision	С	Behaviors for which the student is referred.	II.J.4	Yes	NO N/	A UD	Corrected on:
		ED.B5	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.4				
9, 10	General Supervision		student after completion of evaluation procedures:					
9, 10	General Supervision		Parent or student 18 or older				A UD	
9, 10	General Supervision		Student	II.J.4			A UD	Corrected on:
9, 10	General Supervision		Special education provider	II.J.4	Yes	No N/	A UD	Corrected on:
			Regular education teacher, unless student does/will not participate in regular	II.J.4				
9, 10	General Supervision		education environment		Yes	No N/	A UD	Corrected on:
9, 10	General Supervision		A qualified representative of the LEA	II.J.4	Yes	No N/	A UD	Corrected on:
	· ·		An individual who can interpret the instructional implications of the evaluation process	II.J.4				
9, 10	General Supervision				Yes	No N/	A UD	Corrected on:
	General Supervision							
ı 9. 10	General Supervision		IOther	II.J.4	Yes	No N/	\ UD	Corrected on:
9, 10	General Supervision		Other	II.J.4	Yes	No N/	A UD	Corrected on:
,		н		II.J.4	Yes	No N/	A UD	Corrected on:
9, 10	General Supervision	HI HI A	HEARING IMPAIRMENT/DEAFNESS	II.J.4	Yes	No N/	A UD	Corrected on:
9, 10 9, 10	General Supervision General Supervision	HI.A	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA					
9, 10	General Supervision	HI.A HI.A1	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability.	II.J.5			A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision	HI.A	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team					
9, 10 9, 10	General Supervision General Supervision	HI.A HI.A1 HI.A2	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must:	II.J.5 II.J.5				
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of	II.J.5	Yes	No N/	A UD	Corrected on:
9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing;	II.J.5 II.J.5	Yes	No N/		
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive,	II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and	II.J.5 II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss,	II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing	II.J.5 II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize,	II.J.5 II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS  HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is	II.J.5 II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize,	II.J.5 II.J.5 II.J.5	Yes	No N/	A UD	Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS  HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.	II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes	No N/. No N/. No N/.	A UD A UD	Corrected on:  Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision General Supervision	HI.A HI.A1 HI.A2 a	HEARING IMPAIRMENT/DEAFNESS  HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is	II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes	No N/. No N/. No N/.	A UD	Corrected on:  Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c	HEARING IMPAIRMENT/DEAFNESS  HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.	II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes	No N/. No N/. No N/. No N/. No N/.	A UD A UD A UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c	HEARING IMPAIRMENT/DEAFNESS  HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance.	II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes	No N/. No N/. No N/. No N/. No N/.	A UD A UD A UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c	HEARING IMPAIRMENT/DEAFNESS  HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION	II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes	No N/. No N/. No N/. No N/. No N/.	A UD A UD A UD	Corrected on:  Corrected on:  Corrected on:  Corrected on:  Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION  Multiple measures (formal and informal) are used for a student suspected of having a	II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes Yes Yes Yes	No N/.	A UD A UD A UD A UD A UD A UD	Corrected on:
9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c	HEARING IMPAIRMENT/DEAFNESS HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance. Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION Multiple measures (formal and informal) are used for a student suspected of having a hearing impairment.	II.J.5 II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes Yes Yes Yes	No N/.	A UD A UD A UD	Corrected on:
9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c	HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION  Multiple measures (formal and informal) are used for a student suspected of having a hearing impairment.  Areas of evaluation must include:	II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes Yes Yes Yes	No N/.	A UD	Corrected on:
9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c C HI.A3 HI.A4 HI.B HI.B1	HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance. Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION Multiple measures (formal and informal) are used for a student suspected of having a hearing impairment.  Areas of evaluation must include: Audiological evaluation.	II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5	Yes Yes Yes Yes Yes Yes Yes Yes Yes	No N/.	A UD	Corrected on:
9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c HI.A3 HI.A4 HI.B HI.B1	HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA  Hearing impairment is the primary disability.  Before classifying a student as having deafness or a hearing impairment, the team must:  Determine whether learning needs exist, other than those directly related to the loss of hearing;  Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and  Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance.  Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION  Multiple measures (formal and informal) are used for a student suspected of having a hearing impairment.  Areas of evaluation must include:  Audiological evaluation.  Language growth and development (signed, spoken, or written).	II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5	Yes	No N/.	A UD	Corrected on:
9, 10 9, 10	General Supervision	HI.A HI.A1 HI.A2 a b c C HI.A3 HI.A4 HI.B HI.B1	HEARING IMPAIRMENT/DEAFNESS ELIGIBILITY CRITERIA Hearing impairment is the primary disability. Before classifying a student as having deafness or a hearing impairment, the team must: Determine whether learning needs exist, other than those directly related to the loss of hearing; Take into account whether the type of deafness or hearing loss is conductive, senorineural, or mixed; and Consider whether a central nervous system impairment, a functional hearing loss, cortical deafness, or central auditory processing dysfunction (when the hearing structures are present and working, but the student does not attend, respond, localize, or accurately process information about the environment on a consistent basis) is causing the student to appear as a student with a hearing impairment or deafness.  Student's disability adversely affects student's educational performance. Student requires special education/related services.  HEARING IMPAIRMENT/DEAFNESS EVALUATION Multiple measures (formal and informal) are used for a student suspected of having a hearing impairment.  Areas of evaluation must include: Audiological evaluation.	II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5 II.J.5	Yes	No N/.  No N/.	A UD	Corrected on:  Corrected on:

		LILDO	A		1				
		HI.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.5					
9, 10	General Supervision		student after completion of evaluation procedures:						
9, 10	General Supervision		Parent or student 18 or older	II.J.5		No N			Corrected on:
9, 10	General Supervision		Student	II.J.5		No N			Corrected on:
9, 10	General Supervision		Special education provider	II.J.5	Yes	No N	l/A U	Q	Corrected on:
			Regular education teacher, unless student does/will not participate in regular	II.J.5					
9, 10	General Supervision		leducation environment		Yes	No N	I/A U	D	Corrected on:
9, 10	General Supervision		A qualified representative of the LEA	II.J.5		No N			Corrected on:
0, 10	Conoral Caporviolon		An individual who can interpret the instructional implications of the evaluation process	II.J.5	100	110 11	,,,,		Solitotto on.
9, 10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	11.0.0	Voc	No N	ι/Λ 11	ח	Corrected on:
			Other:	11.15					
9, 10	General Supervision		Other	II.J.5	res	No N	/A U	טי	Corrected on:
			In						
9, 10	General Supervision	ID	INTELLECTUAL DISABILITY						
9, 10	General Supervision	ID.A	INTELLECTUAL DISABILITY ELIGIBILITY CRITERIA						
9, 10	General Supervision	ID.A1	Intellectual disability is the primary disability.	II.J.6	Yes	No N	I/A U	ID	Corrected on:
		ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate	II.J.6					
9, 10	General Supervision		consistently low profiles across measures.		Yes	No N	I/A U	D	Corrected on:
9, 10	General Supervision	ID.A3	Student's disability adversely affects student's educations performance.	II.J.6		No N			Corrected on:
9, 10	General Supervision	ID.A4	Student requires special education/related services.			No N			Corrected on:
9, 10	General Supervision	ID.B	INTELLECTUAL DISABILITY EVALUATION						
5, 10	2 3.10. a. Capor violon		Multiple measures, (formal and informal) must be used for a student suspected of	II.J.6					
9, 10	General Supervision	וט.טו	having an intellectual disability.	11.5.0	Voc	No N	1// 1.1	ח	Corrected on:
	General Supervision	ID 0	,	11.1.0	165	INO IN	/A U	טי	Confected on.
9, 10		ID.2	Intellectual evaluation must include:	II.J.6					
9, 10	General Supervision		IQ Test: VIQ: PIQ: FIQ:	II.J.6					
		а	An individual major test of intelligence must be administered by a qualified examiner.	II.J.6					
			Documentation must be provided which indicates significant subaverage intellectual						
9, 10	General Supervision		functioning (generally two standard deviations) on the full-scale score.		Yes	No N	I/A U	D	Corrected on:
		h	If verbal or performance scores are significantly discrepant from each other, further	II.J.6	1				
		b	evaluation must be conducted to determine the reason for the discrepancy and to	11.0.0					
9, 10	General Supervision		ensure that the student is actually manifesting an intellectual disability.		Voc	No N	ι/Λ 11	ח	Corrected on:
9, 10	General Supervision	ID.B3	Documentation of academic achievement as measured by achievement test,	II.J.6	168	INO IN	/A U	טי	Conected on.
0.40	General Supervision	וט.טו		II.J.b	V	NIa NI	1/4 11	ב	Coverated on
9, 10	General Supervision	10.04	classroom academic screenings and tests, report cards, cumulative records, etc.		res	No N	/A U	טי	Corrected on:
		ID.B4	Documentation of significant deficits in adaptive behavior as measured by	II.J.6					
			standardized and/or curriculum-based assessments must be gathered from parents					_	
9, 10	General Supervision		and school staff.		Yes	No N	I/A U	D	Corrected on:
		ID.B5	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.6					
9, 10	General Supervision		student after completion of evaluation procedures:						
9, 10	General Supervision		Parent or student 18 or older	II.J.6	Yes	No N	I/A U	Ō	Corrected on:
9, 10	General Supervision		Student	II.J.6		No N		Q	Corrected on:
9, 10	General Supervision		Special education provider	II.J.6	Yes	No N	l/A U	D	Corrected on:
	·		Regular education teacher, unless student does/will not participate in regular	II.J.6	İ				
9, 10	General Supervision		leducation environment		Yes	No N	I/A U	D	Corrected on:
9, 10	General Supervision		A qualified representative of the LEA	II.J.6		No N			Corrected on:
5, 10	2 3.10. G. Capor violon		An individual who can interpret the instructional implications of the evaluation process	II.J.6	1.55		5	_	
9, 10	General Supervision		The markage who can interpret the instructional implications of the evaluation process	11.0.0	Vec	No N	Ι/Δ ΙΙ	ח	Corrected on:
9, 10	General Supervision		Other	11.1.6		No N			Corrected on:
9, 10	General Supervision		Outer	II.J.D	168	INO IN	/A U	עי	OUITGUIGU UII.
0.10	0		ANULTINI E DIO ADILITIES						
9, 10	General Supervision	MD	MULTIPLE DISABILITIES						
9, 10	General Supervision	MD.A	MULTIPLE DISABILITIES ELIGIBILITY CRITERIA						
1		MD.A1	The student has concomitant impairments the combination of which causes such	II.J.7					
1			severe educational needs that they can not be accommodated in special education						
1			programs solely for one of the impairments. The multiple disabilities category does not						
9, 10	General Supervision		include deafblindness.		Yes	No N	I/A U	D	Corrected on:
9, 10	General Supervision	MD.A2	Student's disability adversely affects student's educational performance.	II.J.7		No N			Corrected on:
	General Supervision					No N			Corrected on:
<u> </u>			1						

9, 10	General Supervision	MD.B	MULTIPLE DISABILITIES EVALUATION			
9, 10	General Supervision	MD.B1	Multiple Measures (formal and informal) must be used.	II.J.7 Yes No N/A UI	D	Corrected on:
9, 10	General Supervision		Cognitive ability is assessed.	II.J.7 Yes No N/A UE		Corrected on:
3, 10	General Supervision	MD.B3	The use of assisted and augmentative communication and motor systems must be	II.J.7		Concoted on.
9, 10	General Supervision	IVID.D3	considered during the evaluation and documented.	Yes No N/A U	n	Corrected on:
3, 10	Ocheral Gaperviolon	MD.B4	The student's prior medical history, from a qualified health professional, must be on	II.J.7		Concoted on.
		IVID.DT	record if specific syndromes, special health problems (e.g., tracheotomy), medication,	11.5.7		
9, 10	General Supervision		and long-term medical prognosis are a concerned for the individual.	Yes No N/A UI	n l	Corrected on:
9, 10	General Supervision	MD.B5	The following sensory/motor areas must be considered for evaluation:	II.J.7	_	Solitotica on.
9, 10	General Supervision	а	Abnormal tactile or joint sensation,	II.J.7 Yes No N/A UE	D	Corrected on:
9, 10	General Supervision	b	Abnormal muscle tone and movement.	II.J.7 Yes No N/A UI		Corrected on:
9, 10	General Supervision	C	Lack of integration of primitive reflexes,	II.J.7 Yes No N/A UI		Corrected on:
9, 10	General Supervision	d	Lack of balance or coordination,	II.J.7 Yes No N/A UI		Corrected on:
9, 10	General Supervision	е	Organization of sequential motor movement,	II.J.7 Yes No N/A UI	D	Corrected on:
9, 10	General Supervision	f	Motor skills, or	II.J.7 Yes No N/A UI	D	Corrected on:
9, 10	General Supervision	g	A combination of any of the above.	II.J.7 Yes No N/A UI	D	Corrected on:
		MD.B6	Where deficits in adaptive behavior are suspected, they must be measured and	II.J.7		
			documented on standardized and/or curriculum-based assessments with input from			
9, 10	General Supervision		parents and school staff.	Yes No N/A U		Corrected on:
9, 10	General Supervision	MD.B7	Vision and hearing must be assessed.	II.J.7 Yes No N/A UE	D	Corrected on:
		MD.B8	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.7		
9, 10	General Supervision		student after completion of evaluation procedures:			
9, 10	General Supervision		Parent or student 18 or older	II.J.7 Yes No N/A U		Corrected on:
9, 10	General Supervision		Student	II.J.7 Yes No N/A U		Corrected on:
9, 10	General Supervision		Special education provider	II.J.7 Yes No N/A U	D	Corrected on:
			Regular education teacher, unless student does/will not participate in regular	II.J.7		
9, 10	General Supervision		education environment	Yes No N/A UI		Corrected on:
9, 10	General Supervision		A qualified representative of the LEA	II.J.7 Yes No N/A UI	ט	Corrected on:
0.40	General Supervision		An individual who can interpret the instructional implications of the evaluation process	II.J.7 Yes No N/A UE		Corrected on:
9, 10 9, 10	General Supervision		Other	II.J.7 Yes No N/A U		Corrected on:
9, 10	General Supervision		Other	II.J.7 Tes No N/A OL	J	Corrected on.
9, 10	General Supervision	OI	ORTHOPEDIC IMPAIRMENT			
9, 10	General Supervision	OI.A	ORTHOPEDIC IMPAIRMENT ELIGIBILITY CRITERIA			
9, 10	General Supervision	OI.A1	Orthopedic Impairment is the primary disability.	II.J.8 Yes No N/A U	D	Corrected on:
9, 10	General Supervision	OI.A2	Student's disability adversely affects educational performance.	II.J.8 Yes No N/A UI		Corrected on:
9, 10	General Supervision	OI.A3	Student requires special education/related services.	II.J.8 Yes No N/A UI		Corrected on:
9, 10	General Supervision	OI.B	ORTHOPEDIC IMPAIRMENT EVALUATION			
	·	OI.B1	Multiple measures (formal and informal) must be used to asses all areas of the	II.J.8		
9, 10	General Supervision		suspected deficits (e.g. educational adaptive, behavioral, physical).	Yes No N/A U	D	Corrected on:
		OI.B2	The student's prior medical history, from a qualified health professional, must be on	II.J.8		
			record if specific syndromes, health concerns, medication, and any information			
9, 10	General Supervision		deemed necessary for planning student's educational program.	Yes No N/A U	D	Corrected on:
		OI.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.8		
9, 10	General Supervision		student after completion of evaluation procedures:			
9, 10	General Supervision		Parent or student 18 or older	II.J.8 Yes No N/A UI		
9, 10	General Supervision		Student	II.J.8 Yes No N/A UI		
9, 10	General Supervision		Special education provider	II.J.8 Yes No N/A UE	υ	Corrected on:
0.40	0		Regular education teacher, unless student does/will not participate in regular	II.J.8		0
9, 10	General Supervision		education environment	Yes No N/A UE		Corrected on:
9, 10	General Supervision		A qualified representative of the LEA	II.J.8 Yes No N/A UE	υ	Corrected on:
0.40	Conoral Comamilais		An individual who can interpret the instructional implications of the evaluation process	II.J.8		Corrected on:
9, 10	General Supervision		Other	Yes No N/A UE		
9, 10	General Supervision		Outer	II.J.8 Yes No N/A U	D	Corrected on:
1				·		· · · · · · · · · · · · · · · · · · ·

9, 10	General Supervision	OHI	OTHER HEALTH IMPAIRMENT						
9, 10	General Supervision		OTHER HEALTH IMPAIRMENT EVALUATION						
9, 10	General Supervision		Other health impairment is the primary disability.	II.J.9	Voc	No N/A	IID	Corrected on:	
9, 10	General Supervision		Student's disability adversely affects student's educational performance.			No N/A		Corrected on:	
9, 10	General Supervision		Student requires special education/related services.			No N/A		Corrected on:	
9, 10	General Supervision		EVALUATION	11.J.9	163	INU IN/A	OD	Corrected on.	
9, 10	General Supervision		Multiple measures (formal and informal) must be used to assess all areas suspected	II.J.9					
0.40	Conoral Cumor dolor	Опі.в і		11.J.9	Vac	NIa NI/A	ш	Corrected on:	
9, 10	General Supervision	OLII DO	deficits (e.g., educational, adaptive, behavioral, physical).	11.10	res	No N/A	עט	Corrected on:	
		OHI.B2	The student's prior medical history, from a qualified health or mental health	II.J.9					
			professional, must be on record regarding specific syndromes, health concerns,						
0.40	0 10		medication and any information deemed necessary for planning the student's		.,	N. N./A			
9, 10	General Supervision	OLU DO	educational program.		res	NO N/A	עט	Corrected on:	
		OHI.B3	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.9					
9, 10	General Supervision		student after completion of evaluation procedures:						
9, 10	General Supervision		Parent or student 18 or older			No N/A		Corrected on:	
9, 10	General Supervision		Student			No N/A		Corrected on:	
9, 10	General Supervision		Special education provider		Yes	No N/A	UD	Corrected on:	
			Regular education teacher, unless student does/will not participate in regular	II.J.9					
9, 10	General Supervision		education environment		Yes	No N/A	UD	Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.9	Yes	No N/A	UD	Corrected on:	
2, .0			An individual who can interpret the instructional implications of the evaluation process	II.J.9					
9, 10	General Supervision		The marriada wife sail interpret the mediational implications of the evaluation process	11.0.0	Yes	No N/A	UD	Corrected on:	
9, 10	General Supervision		Other	II.J.9		No N/A		Corrected on:	
0, 10	Contra Capervicion			11.0.0	1.00	110 11//	- 02	Corrected on:	
9, 10	General Supervision	SLD	SPECIFIC LEARNING DISABILITIES						
9, 10	General Supervision		SPECIFIC LEARNING DISABILITIES ELIGIBILITY CRITERIA						
9, 10	General Supervision		The team determines that the student has an SLD when the student does not achieve	II.J.10					
		SLD.AT	adequately for the student's age or to meet State-approved grade-level standards in	11.3.10					
			one or more of the following areas, when provided with learning experiences and						
0.40	Conoral Cumor delen		instruction appropriate for the student's age at State-approved grade-level standards.						
9, 10	General Supervision		At least one area checked.	11 140	V	NI- NI/A		O-m-t-d-m	
9, 10	General Supervision		Oral expression			No N/A		Corrected on:	
9, 10	General Supervision		Reading fluency skills	II.J.10	Yes	INO IN/A	UD	Corrected on:	
9, 10	General Supervision								
9, 10	0 10 11		Listening comprehension		Yes	No N/A	UD	Corrected on:	
	General Supervision		Reading comprehension	II.J.10	Yes Yes	No N/A No N/A	UD UD	Corrected on: Corrected on:	
9, 10	General Supervision		Reading comprehension Written expression	II.J.10 II.J.10	Yes Yes Yes	No N/A No N/A No N/A	UD UD UD	Corrected on: Corrected on:	
9, 10	General Supervision General Supervision		Reading comprehension Written expression Mathematics calculation	II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes	No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10	General Supervision General Supervision General Supervision		Reading comprehension Written expression Mathematics calculation Basic reading skills	II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10	General Supervision General Supervision		Reading comprehension Written expression Mathematics calculation Basic reading skills Mathematics problem solving	II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10	General Supervision General Supervision General Supervision	SLD.A2	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific	II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision	SLD.A2	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate	II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10	General Supervision General Supervision General Supervision		Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision		Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient	II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A	UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision		Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A No N/A	UD UD UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision	SLD.A3	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A	UD UD UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	SLD.A3	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes	No N/A No N/A No N/A No N/A No N/A No N/A	UD UD UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision General Supervision	SLD.A3	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR  Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A NO N/A NO N/A NO N/A NO N/A NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision	SLD.A3	Reading comprehension Written expression Mathematics calculation Basic reading skills Mathematics problem solving Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.) Response to intervention (Rtl) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A NO N/A NO N/A NO N/A NO N/A NO N/A	UD UD UD UD UD UD UD	Corrected on: Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision General Supervision	SLD.A3	Reading comprehension Written expression Mathematics calculation Basic reading skills Mathematics problem solving Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.) Response to intervention (Rtl) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR Student exhibits a combination of Rtl (did not make sufficient progress to meet age or	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A NO N/A NO N/A NO N/A NO N/A NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision General Supervision	SLD.A3	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR  Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR  Student exhibits a combination of RtI (did not make sufficient progress to meet age or State-approved grade-level standards) and Discrepancy (scores demonstrate a severe	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A NO N/A NO N/A NO N/A NO N/A NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision	SLD.A3	Reading comprehension Written expression Mathematics calculation Basic reading skills Mathematics problem solving Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.) Response to intervention (Rtl) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR Student exhibits a combination of Rtl (did not make sufficient progress to meet age or	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10	General Supervision General Supervision General Supervision General Supervision General Supervision General Supervision	SLD.A3 SLD.A4 SLD.A5	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR  Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR  Student exhibits a combination of RtI (did not make sufficient progress to meet age or State-approved grade-level standards) and Discrepancy (scores demonstrate a severe discrepancy between achievement and intellectual ability) in one or more of the areas identified in SLDA1.	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A NO N/A NO N/A NO N/A NO N/A NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	SLD.A3 SLD.A4 SLD.A5	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (Rtl) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR  Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR  Student exhibits a combination of Rtl (did not make sufficient progress to meet age or State-approved grade-level standards) and Discrepancy (scores demonstrate a severe discrepancy between achievement and intellectual ability) in one or more of the areas	II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10 II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	SLD.A3 SLD.A4 SLD.A5	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR  Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR  Student exhibits a combination of RtI (did not make sufficient progress to meet age or State-approved grade-level standards) and Discrepancy (scores demonstrate a severe discrepancy between achievement and intellectual ability) in one or more of the areas identified in SLDA1.	II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A	UD UD UD UD UD UD UD	Corrected on:	
9, 10 9, 10 9, 10 9, 10 9, 10	General Supervision	SLD.A3 SLD.A4 SLD.A5	Reading comprehension  Written expression  Mathematics calculation  Basic reading skills  Mathematics problem solving  Which method did the LEA use to determine a student eligible as having a specific learning disability? RTI, Discrepancy, or Combination? (Only answer appropriate questions below for RTI, Discrepancy, or Combination Method.)  Response to intervention (RtI) Method. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in SLDA1, OR  Discrepancy Method. The student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas identified in SLDA1, OR  Student exhibits a combination of RtI (did not make sufficient progress to meet age or State-approved grade-level standards) and Discrepancy (scores demonstrate a severe discrepancy between achievement and intellectual ability) in one or more of the areas identified in SLDA1.  The group determines that its findings are not primarily the result of: A visual, hearing	II.J.10	Yes Yes Yes Yes Yes Yes Yes Yes Yes	NO N/A	UD UD UD UD UD UD UD UD	Corrected on:	

9, 10	General Supervision	SLD A7	Student's disability adversely affects student's educational performance.	II.I.10	Yes N	lo N/A	UD	Corrected on:	
9, 10	General Supervision		Student needs special education/related services.		Yes N			Corrected on:	
9, 10	General Supervision		SPECIFIC LEARNING DISABILITIES EVALUATION	11.0.10	100 1	10 11/71	02	Corrected on:	
3, 10	Concrai Capervision		To ensure that underachievement in a student suspected of having a specific learning	II.J.10					
			disability is not due to lack of appropriate instruction in reading or math, the group	11.0.10					
9, 10	General Supervision		must consider, as part of the evaluation:						
0, 10	Conoral Caporviolon	a	Data that demonstrate that prior to, or as part of, the referral process, the student was	II.J.10					
			provided appropriate instruction in regular education settings, delivered by qualified						
9, 10	General Supervision		personnel.		Yes N	lo N/A	UD	Corrected on:	
		b	Data-based documentation of repeated assessments of achievement at reasonable	II.J.10					
			intervals, reflecting formal assessment of student progress during instruction, which						
9, 10	General Supervision		was provided to the student's parents.		Yes N	lo N/A	UD	Corrected on:	
,	· ·	SLD.B2	An observation of the student's academic performance and behavior areas of difficulty	II.J.10					
			in the student's learning environment (including in the regular classroom setting) must						
			be conducted by at least one team member. In the case of a student not in school, or						
			less than school age, a team member must observe the student in an appropriate						
9, 10	General Supervision		environment for a student of that age.		Yes N	lo N/A	UD	Corrected on:	
		SLD.B3	The team must prepare an evaluation/eligibility report of the results of the	II.J.10					
9, 10	General Supervision		evaluation that includes:						
		а	Documentation that the student is ELIGIBLE as a student with a specific learning	II.J.10					
9, 10	General Supervision		disability.		Yes N	lo N/A	UD	Corrected on:	
9, 10	General Supervision	b	The BASIS for making determination.	II.J.10	Yes N	lo N/A	UD	Corrected on:	
		С	The RELEVANT BEHAVIOR noted during the observation of the student and the	II.J.10					
9, 10	General Supervision		relationship of that behavior to the student academic functioning.			lo N/A		Corrected on:	
9, 10	General Supervision		The educationally relevant MEDICAL FINDINGS, if any.		Yes N	lo N/A	UD	Corrected on:	
			Statement that the student does not achieve adequately for the student's age or to	II.J.10					
9, 10	General Supervision		meet State-approved grade-level standards.			lo N/A	UD	Corrected on:	
9, 10	General Supervision	e.1	If yes, the student:	II.J.10					
			Does not make sufficient progress to meet age or State-approved grade-level	II.J.10					
9, 10	General Supervision		standards (RtI), OR			lo N/A	UD	Corrected on:	
			Obtains scores that demonstrate that a <b>severe discrepancy</b> exists between the	II.J.10					
0.40			student's achievement and intellectual ability in one or more of the areas of specific						
9, 10	General Supervision		learning disability (Discrepancy), OR			lo N/A		Corrected on:	
9, 10	General Supervision		Exhibits a combination of (a) and (b) above.		Yes N	IO IN/A	טט	Corrected on:	
			The team's determination concerning the effects of a visual, hearing, or motor	II.J.10					
			disability; intellectual disability; emotional disturbance; cultural factors; environmental						
9, 10	General Supervision		or economic disadvantage; or Limited English Proficiency on the student's achievement level.		Voc. N	lo N/A	LID	Corrected on:	
9, 10	General Supervision	q	If RtI method was used, instructional strategies were used and student centered data	II.J.10		IO IN/A	טט	Corrected on.	
9, 10	General Supervision	9	were collected.	11.3.10		lo N/A	ПD	Corrected on:	
3, 10	General Supervision	h	If Rtl method was used, documentation that the student's parents were notified about	II.J.10		10 11/74	OD	Corrected on.	
			the State's policies regarding the amount and nature of student performance data that	11.0.10					
			would be collected and the general education services that would be provided						
			(including documentation that the team referred to USOE SLD Eligibility Guidelines.)						
9, 10	General Supervision		Control of the contro		Yes N	lo N/A	UD	Corrected on:	
-,		i	If <b>RtI</b> method was used, documentation that strategies for increasing student's rate of	II.J.10					
9, 10	General Supervision	•	learning.			lo N/A	UD	Corrected on:	
		i	If <b>RtI method</b> was used, documentation that the parents were notified of the right to	II.J.10					
9, 10	General Supervision	•	request an evaluation.			lo N/A	UD	Corrected on:	
		k	If <b>Discrepancy method</b> was used, documentation that the student's performance on	II.J.10					
			standardized, norm-referenced, individually administered achievement measure in the						
9, 10	General Supervision		area of the suspected disability.		Yes N	lo N/A	UD	Corrected on:	
		- 1	If Discrepancy method was used, documentation that the student scored above the	II.J.10					
			intellectual disability range on the standardized, norm referenced, individually						
9, 10	General Supervision		administered measure of intellectual ability.		Yes N	lo N/A	UD	Corrected on:	
				·	·				

			Trans.		1				
		m	If <b>Discrepancy method</b> was used, documentation that the comparison of the standard	II.J.10					
			scores on the tests of achievement and intellectual ability: (A) Must produce a report						
			that states that the team can be 93 percent confident there is a severe discrepancy						
			between the student's expected achievement score and the obtained achievement						
			score, based on the Utah Estimator software, or (B) Must produce a report that shows						
			a significant discrepancy, based on a commercial software program that employs a						
9, 10	General Supervision		clear specified regression.		Voc N	lo NI/A	HD	Corrected on:	
9, 10	General Supervision	n	The written signature of each team member certifying whether the ream report reflects	II.J.10		IU IN/A	UD	Corrected on.	-
		П	his or her conclusion. If it does not reflect his or her conclusion, the team member	11.3.10					
0.40	0		· · · · · · · · · · · · · · · · · · ·						
9, 10	General Supervision		must submit a separate statement presenting his or her conclusions:			. NI/A			
9, 10	General Supervision		Parent or student 18 or older		Yes N			Corrected on:	
9, 10	General Supervision		Student		Yes N			Corrected on:	
9, 10	General Supervision		Special education provider		Yes N	lo N/A	UD	Corrected on:	
			Regular education teacher, unless student does/will not participate in regular	II.J.10					
9, 10	General Supervision		education environment			lo N/A		Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA	II.J.10	Yes N	lo N/A	UD	Corrected on:	
			An individual who can interpret the instructional implications of the evaluation process	II.J.10					
9, 10	General Supervision					lo N/A		Corrected on:	
9, 10	General Supervision		Other	II.J.10	Yes N	lo N/A	UD	Corrected on:	
			<del>'</del>		•			-	
9, 10	General Supervision	SLI	SPEECH/LANGUAGE IMPAIRMENT						
9, 10	General Supervision	SLI.A	SPEECH/LANGUAGE IMPAIRMENT ELIGIBILITY CRITERIA						
			Speech/Language Impairment is the student's <b>primary</b> disability; however students	II.J.11					
		02	who qualify in other disability category may also qualify for communication disorder						
9, 10	General Supervision		services.		Yes N	lo N/Δ	ПD	Corrected on:	
3, 10	General Supervision	SLI.A2	For students whose primary home language is other than English, the team (including	II.J.11	100 1	14//(	- 02	Corrected on:	
		OLI.AZ	an SLP) must determine that the speech/language impairment exists in the student's	11.0.11					
			primary language and not be the result of learning English as a second language.						
9, 10	General Supervision		primary language and not be the result of learning English as a second language.		Voc. N	lo NI/A	LID	Corrected on:	
9, 10	General Supervision	CLLAG	Ctual and a dischility and construction of a standard and another and market and another and	11 1 4 4	Yes N			Corrected on:	-
		SLI.A3	Student's disability adversely affects student's educational performance.						
9, 10	General Supervision		Student requires special education/related services.	II.J.11	Yes N	IO IN/A	עט	Corrected on:	
		SLI.A5	The student with an Orofacial Myofunctional Disorder or OMD (formerly called Tongue	II.J.11					
			Thrust) is being served only because there is an associated speech or language						
9, 10	General Supervision		impairment.		Yes N	lo N/A	UD	Corrected on:	
		SLI.A6	The student has a mild hearing impairment but is classified as having speech or	II.J.11					
			language impairment, because the manifestation of the student's disability is only as a						
			speech or language impairment and the services of a teacher of the hearing impaired						
9, 10	General Supervision		are not required.		Yes N	lo N/A	UD	Corrected on:	
9, 10	General Supervision		SPEECH/LANGUAGE IMPAIRMENT EVALUATION						
		SLI.B1	Multiple measures (formal and informal) are used for classifying student as having a	II.J.11					
9, 10	General Supervision		speech /language impairment.		Yes N	lo N/A	UD	Corrected on:	
-,		SLI.B2	Documentation is provided that indicates that the student has a disorder in listening,	II.J.11					
9, 10	General Supervision		reasoning, and/or speaking to such a degree that special education is needed.		Yes N	lo N/A	UD	Corrected on:	
0, 10	23orai 24por 101011	SLI.B3	The student must be evaluated by a qualified SLP using assessment instruments and	II.J.11	1.00	14//	- 05	0000.00 011.	
		OL1.D3	procedures that are appropriate for the determination and appraisal of a speech or	11.5.11	1				
9, 10	General Supervision		language impairment.		Voc N	lo NI/A	ПD	Corrected on:	
3, 10	General Supervision	CI I D4	For the student suspected of having a speech impairment, the team should consider	II.J.11		IV/A	OD	Conected on.	+
		OLI.B4	the potential effect of such impairment on phonological processing and phonemic	11.J.11	1				
	[				l.,			<u></u>	
9, 10	General Supervision		awareness.		Yes N	io N/A	UD	Corrected on:	
		SLI.B5	A complete battery of assessments (e.g., intellectual, physical, or adaptive behavior)	II.J.11					
			may not be needed to determine that a speech or language impairment exists.		1				
9, 10	General Supervision		Needed assessments are determined by the team.		Yes N	lo N/A	UD	Corrected on:	
		SLI.B6	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.11					
9, 10	General Supervision		student after completion of evaluation procedures:		1				
9, 10	General Supervision		Parent or student 18 or older	II.J.11	Yes N	lo N/A	UD	Corrected on:	
<u> </u>			l .		-				

Serior Scienter Supervision  Fig. 10. General Supervision  Fig. 10		10 10 11				1.,			To	
9, 10 General Supervision 9, 10 General Supervision 9, 10 General Supervision 9, 10 General Supervision 10, 10 General Supervision 10, 10 General Supervision 11, 10 General Supervision 12, 10 General Supervision 12, 10 General Supervision 13, 10 General Supervision 14, 10 General Supervision 15, 10 General Supervision 16, 10 General Supervision 16, 10 General Supervision 16, 10 General Supervision 16, 10 General Supervision 17, 10 General Supervision 17, 10 General Supervision 18, 10 General Supervision 18, 10 General Supervision 19, 10 General Supervision 19, 10 General Supervision 19, 10 General Supervision 19, 10 General Supervision 10, 10 General Supervision 10, 10 General Supervision 17, 10 General Supervision 17, 10 General Supervision 17, 10 General Supervision 18, 10 General Supervision 19, 10 General Supervisio										
General Supervision   Superv	9, 10	General Supervision				Yes	No N/A	UD	Corrected on:	
9. 50 General Supervision 9. 10 General Supervision 9. 10 General Supervision 9. 10 General Supervision 10 General				Regular education teacher, unless student does/will not participate in regular	II.J.11					
5,10 General Supervision  7,10 General Super	9, 10	General Supervision		education environment		Yes	No N/A	UD	Corrected on:	
December Supervision     Once General Supervision     Once Communication Communic	9, 10	General Supervision		A qualified representative of the LEA	II.J.11	Yes	No N/A	UD	Corrected on:	
9,10   General Supervision   Organ   Property   Organ   Organ   Property   Organ   Organ   Property   Organ   Org					II.J.11					
General Supervision   Comment Supervision	9. 10	General Supervision				Yes	No N/A	UD	Corrected on:	
9.10 General Supervision 1781.A TRAUMATC BRAIN NUMPY ELGIBILITY CRITERIA 9.10 General Supervision 1781.A TRAUMATC BRAIN NUMPY ELGIBILITY CRITERIA 9.10 General Supervision 1781.A TRAUMATC BRAIN NUMPY ELGIBILITY CRITERIA 9.10 General Supervision 1781.A Traumatch brain injury is the primary distability. 9.10 General Supervision 1781.A Traumatch brain injury is the primary distability. 9.10 General Supervision 1781.A Supervision 1781.B Supervision 17				Other	II.I.11					
General Supervision   TBLA   TRAUMATIC BRAIN INJUSY FLUCIBILITY CRITERIA   11.11   1.12   1.12   1.13   1.14   1.15   1	- 0, .0	Gonoral Gapornolon		Outo T	11.0.11				0000.00 0	
General Supervision   TBLA   TRAUMATIC BRAIN INJUSY FLUCIBILITY CRITERIA   11.11   1.12   1.12   1.13   1.14   1.15   1	0.10	Conoral Supervision	TDI	TRAHMATIC PRAIN IN HIRV						
TSIA.1   Prox focumentation by a physician of no included in student in glury caused by an external physical force included in student in glury is the primary disability   Proximate Pr										
Section   Comment Supervision   Supervision   Supervision   Part   Comment Supervision   Part   Pa	9, 10	General Supervision			11 1 4 2					
Section   Comment Supervision   TBLAZ   Transmittor Standing Plant Standing Pla			I BI.A I		11.J.12					
9, 10 Gerneral Supervision TBLA3 The student's disability adversely affects student's educational performance. 9, 10 Gerneral Supervision TBLB Student's register special educational performance. 9, 10 Gerneral Supervision TBLB William Student (Student's positional performance). 9, 10 Gerneral Supervision TBLB Student's equation of the student's prior of the full wellulation. Data that are gathered must include information on the student's developmental listory and/or port-input lyataming and educational performance. 9, 10 General Supervision TBLB Student's prior medical history, from a qualified health professional, must be on record regarding specific symbotics, health concensus, medication, and any information demand necessary for planning the student's educational performance. 9, 10 General Supervision TBLB3 Academics Performance of the student's educational performance. 9, 10 Gerneral Supervision TBLB3 Rehabilistics or evaluations could be considered, the following areas must be 11.1.12 Vers No. No. U.D. Corrected on: 11.1.12	9, 10									
9.10 General Supervision 19.10 General Super	9, 10	General Supervision			II.J.12	Yes	No N/A	UD	Corrected on:	
Secretal Supervision   TBLB   TRAUMATIC GRAIN MURINY EVALUATION   TBLD   Multiple reseasures (formal and informat) must be used to assess all areas of subject of efficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gashered must include information on the student's developmental history and/or pre-liquir learning and educational performance.   Yes No N/A UD Corrected on:   TBLD	9, 10	General Supervision	TBI.A3	The student's disability adversely affects student's educational performance.	II.J.12	Yes	No N/A	UD	Corrected on:	
Secretal Supervision   TBLB   TRAUMATIC GRAIN MURINY EVALUATION   TBLD   Multiple reseasures (formal and informat) must be used to assess all areas of subject of efficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gashered must include information on the student's developmental history and/or pre-liquir learning and educational performance.   Yes No N/A UD Corrected on:   TBLD	9, 10								Corrected on:	
TBLBI Multiple measures (formal and informal) must be used to assessed all areas of suspected deficits. Informal assessment and diagnostic leaching must be part of the full evaluation. Data that are gathered must include information on the student's developmental history and on a qualified health professional, must be on record regarding specific syndromes, health connecting, and doubt and professional, must be on record regarding specific syndromes, health connecting, and doubt and professional, must be on record regarding specific syndromes, health connecting, and days information deemed necessary for planning the student's education program.  TBLB2 The student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, health connecting, and any minimal professional, must be on record regarding specific syndromes, health connecting, and any minimal professional, must be on record regarding specific syndromes, and doubt and any minimal professional, must be on record regarding specific syndromes, and any minimal professional, must be on record regarding specific syndromes, and any minimal professional, and any minimal professional professio	9, 10	General Supervision								
suspected deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gathered must include information on the student's developmental history and/or pre-injury learning and educational performance.  9, 10 General Supervision 9, 10 General Supervision 9, 10 General Supervision 1781.83 Although other evaluations could be considered, the following areas must be considered for evaluation: 9, 10 General Supervision 9, 10 General Supervision 1781.83 Authority other evaluations could be considered, the following areas must be considered for evaluation: 9, 10 General Supervision 1781.83 Authority other evaluations could be considered, the following areas must be considered for evaluation: 9, 10 General Supervision 1781.83 Set in the following areas must be considered supervision or the student's deucation program. 1881.83 Rehabilitative fear evaluations, 1882 Rehabilitative fear evaluations, 1883 Rehabilitative fear evaluations, 1884 Augmentative communication assistive service needs, 1885 Rehabilitative fear evaluations, 1885 Rehabilitation		,			II.J.12					
Seneral Supervision   File Bay   File Student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record regarding specific syndromes, health concerns, medication, and any record sequence of the revellations of the student's education program.    18	1									
9,10 General Supervision   General Supervision   TBLB2   Testuators and or pre-injury learning and educational performance.   Yes No N/A UD   Corrected on:	1									
Till E2   The students prior medical history, from a qualified health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.	9 10	General Supervision				Yes	No N/A	חח	Corrected on:	
general Supervision  9, 10 General Supervision  18, 13 Although other evaluations could be considered, the following areas must be considered for evaluations:  9, 10 General Supervision  9, 10 General Supervision  9, 10 General Supervision  18, 13 Augmentative communication assistive service needs,  9, 10 General Supervision  18, 13 Augmentative communication assistive service needs,  18, 13, 12 Yes No N/A UD Corrected on:  9, 10 General Supervision  9, 10 General Supervision  18, 13 Septech/anguage skills.  18, 11, 12 Yes No N/A UD Corrected on:  9, 10 General Supervision  18, 10 Genera	3, 10	Concrai Cupervision	TRI P2		11 1 1 2		140 14//	00	Concoled on.	
Information deemed necessary for planning the student's education program.   Ves No NA UD   Corrected on:			101.02		11.3.12					
Secretal Supervision										
9.10 General Supervision   TBI-B33   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Rehabilitative team evaluations,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication assistive service needs,   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentative communication and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBI-B35   Agripmentation and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   N/A   UD   Cor	9, 10	General Supervision					No N/A	UD	Corrected on:	
9, 10 General Supervision TBLB3a Augmentative communication assistive service needs, II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3b (Set-help/adaptive behavior, II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3c Set-help/adaptive behavior, II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics, II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics), II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics), II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics), II.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics), III.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics), III.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision TBLB3d (Academics), III.J.12 Ves No. N/A UD Corrected on: 9, 10 General Supervision Student on the set of the set			TBI.B3		II.J.12					
9. 10 General Supervision TBI B3b Rehabilitative team evaluations, III.J.12 (Pes No NA UD Corrected on: 9.10 General Supervision TBI B3c Rehabilitative team evaluations, III.J.12 (Pes No NA UD Corrected on: 9.10 General Supervision TBI B3c Republication TBI B3c Re										
9.10   General Supervision   TBLB3d   Academics   11.11   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   TBLB3d   Speechflanguage skills   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   TBLB3d   Speechflanguage skills   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   TBLB3d   Speechflanguage skills   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   TBLB3d   Speechflanguage skills   Social skills and classroom behavior,   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   TBLB3d   Speechflanguage skills   Social skills and classroom behavior,   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   TBLB3d   Speechflanguage skills   Social skills (secondary students), and   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   Speechflanguage skills   Speechflanguage skills   Social skills (secondary students), and   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   Speechflanguage skills   Social skills (secondary students), and   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   Special education procedures:   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   Special education provider   Special education deacher, unless student does/will not participate in regular   11.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   General Supervision   A quillier depresentative of the LEA   II.12   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   Vi A vi Suda Impairment is students primary disability.   Ves   No   NA   UD   Corrected on:     9.10   General Supervision   Vi A vi Suda Impairment is students primary disability.   Ves   No   NA   UD   Corrected on:	9, 10									
9.10   General Supervision   TBI-B3d   Academics.   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   TBI-B3f   Specifial/anguage skills,   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   TBI-B3f   Social skills and classroom behavior,   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   TBI-B3f   Nocational skills and classroom behavior,   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   TBI-B3f   Nocational skills (secondary students), and   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   TBI-B3f   Agroup of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   General Supervision   General Supervision   A qualified representative of the LEA   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   General Supervision   A qualified representative of the LEA   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   General Supervision   A qualified representative of the LEA   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   General Supervision   A qualified representative of the LEA   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   General Supervision   A qualified representative of the LEA   III.J12   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   VI   VISUAL IMPAIRMENT   VISUAL IMPAIRMENT   VISUAL Impairment is student's primary disability.   III.J13   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   VI   A Visual impairment is student's primary disability.   III.J13   Yes   No   N/A   UD   Corrected on:     9.10   General Supervision   VI   VISUAL Impairment is student's primary disability.   VI   VISUAL Impairment is student's primary disability.   VI   VISUAL Imp	9, 10	General Supervision								
9,10   General Supervision   TBI.B3   Speech/language skills,   I.J.12   Yes   No   NA   UD   Corrected on:     9,10   General Supervision   TBI.B3   Social skills and classroom behavior,   II.J.12   Yes   No   NA   UD   Corrected on:     9,10   General Supervision   TBI.B3   Nocational skills (secondary students), and   II.J.12   Yes   No   NA   UD   Corrected on:     9,10   General Supervision   TBI.B3   General Supervision   TBI.B3   A group of qualified professionals and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   NA   UD   Corrected on:     9,10   General Supervision   TBI.B3   A group of qualified professionals and parents (IEP Team) determined eligibility of   II.J.12   Yes   No   NA   UD   Corrected on:     9,10   General Supervision   General Supervision   Special education provider   II.J.12   Yes   No   NA   UD   Corrected on:     9,10   General Supervision   General Supervision   General Supervision   General Supervision   Handward   General Supervision   General Supervision   General Supervision   General Supervision   Handward   General Supervision   TGR	9, 10		TBI.B3c	Self-help/adaptive behavior,					Corrected on:	
9.10 General Supervision TBLB3 Intellectual/Cognitive, III.J.12 Yes No N/A UD Corrected on: 9.10 General Supervision TBLB3 Intellectual/Cognitive, III.J.12 Yes No N/A UD Corrected on: 9.10 General Supervision TBLB3 Intellectual/Cognitive, III.J.12 Yes No N/A UD Corrected on: 9.10 General Supervision TBLB3 Intellectual/Cognitive, III.J.12 Yes No N/A UD Corrected on: 9.10 General Supervision TBLB3 Intellectual/Cognitive, III.J.12 Yes No N/A UD Corrected on: 9.10 General Supervision Parent or student after completion of evaluation procedures: 9.10 General Supervision Parent or student 18 or older 18 or older 18 or older 19 or	9, 10	General Supervision			II.J.12	Yes	No N/A	UD	Corrected on:	
9,10 General Supervision 9,10 General Supervision 18	9, 10	General Supervision	TBI.B3e	Speech/language skills,	II.J.12	Yes	No N/A	UD	Corrected on:	
9.10 General Supervision TBLB3h   Vocational skills (secondary students), and   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   TBLB3h   A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:   9.10 General Supervision   Parent or student 18 or older   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   Special education provider   Student after completion of evaluation procedures:   9.10 General Supervision   Special education provider   Student   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   Special education provider   Special education provider   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   A qualified representative of the LEA   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   Other   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   Other   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   Other   III.J.12   Yes   No   N/A   UD   Corrected on:   9.10 General Supervision   VI   VISUAL IMPAIRMENT    9, 10	General Supervision	TBI.B3f	Social skills and classroom behavior,	II.J.12	Yes	No N/A	UD	Corrected on:		
9,10 General Supervision TBI.B3i Gross/fine motor skills.  9,10 General Supervision 10 General Superv	9, 10	General Supervision	TBI.B3g	Intellectual/cognitive,	II.J.12	Yes	No N/A	UD	Corrected on:	
9,10 General Supervision TBI.B3i Gross/fine motor skills.  9,10 General Supervision 10 General Superv	9, 10	General Supervision	TBI.B3h	Vocational skills (secondary students), and	II.J.12	Yes	No N/A	UD	Corrected on:	
TBI.B4 A group of qualified professionals and parents (IEP Team) determined eligibility of student after completion of evaluation procedures:  9, 10 General Supervision 10 General Supervision 11 July 2 Ves No N/A UD Corrected on: 11 July 2 Ves No N/A UD Corrected on: 11 July 2 Ves No N/A UD Corrected on: 11 July 2 Ves No N/A UD Corrected on: 11 July 2 Ves No N/A UD Corrected on: 12 Ves No N/A UD Corrected on: 13 Ves No N/A UD Corrected on: 14 Ves No N/A UD Corrected on: 15 Ves No N/A UD Corrected on: 16 Ves No N/A UD Corrected on: 17 Ves No N/A UD Corrected on: 18 Ves No N/A UD Corrected on: 19 Ves No N/	9, 10									
9, 10 General Supervision 9, 10 General Supe	,									
9, 10 General Supervision 9, 10 General Supe	9, 10	General Supervision								
9, 10 General Supervision 10 General Supervision 11 J.12 Yes No N/A UD Corrected on: 11 J.13 Yes No N/A UD Corrected on:					II.J.12	Yes	No N/A	UD	Corrected on:	
9, 10 General Supervision 10, 10, 11 Visual impairment is student's primary disability. 11, 13 Yes No N/A UD Corrected on:										
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9, 10 General Supervision 10 General Supervision 11 J.13 Ves No N/A UD Corrected on: 12 Ves No N/A UD Corrected on: 13 Visual impairment is student's primary disability. 14 Visual impairment is interfere with the comprehension of visual and/or auditory stimuli. 15 Ves No N/A UD Corrected on: 16 Vi.A2 Visual impairment interfere with the comprehension of visual and/or auditory stimuli. 17 Ves No N/A UD Corrected on: 18 Ves No N/A UD Corrected on: 19 Vi.A3 Student's disability adversely affects student's educational performance. 18 Ves No N/A UD Corrected on: 19 Vi.A3 Student's disability adversely affects student's educational performance. 19 Vi.A3 Student's disability adversely affects student's educational performance. 19 Ves No N/A UD Corrected on:	5, 10	2 3.1.0. a. Dapor violott					14//1			
9, 10 General Supervision 9, 10 General Supe	9 10	General Supervision			11.0.12		No N/A	ПD	Corrected on:	
An individual who can interpret the instructional implications of the evaluation process   II.J.12   Yes   No   N/A   UD   Corrected on:					11 1 1 2					
9, 10 General Supervision 10 General Supervision 11 General Supervision 12 General Supervision 12 General Supervision 13 General Supervision 14 General Supervision 15 General Supervision 16 General Supervision 17 General Supervision 18 General Supervis	3, 10	Ceneral Supervision					140 14/7	OD	Corrected on.	
9, 10 General Supervision VI VISUAL IMPAIRMENT 9, 10 General Supervision VI.A VISUAL IMPAIRMENT UISUAL IMPAIRMENT ELIGIBILITY CRITERIA 9, 10 General Supervision VI.A VISUAL IMPAIRMENT ELIGIBILITY CRITERIA 9, 10 General Supervision VI.A1 Visual impairment is student's primary disability.  VI.A2 When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  II.J.13 Yes No N/A UD Corrected on:  Yes No N/A UD Corrected on:  Yes No N/A UD Corrected on:	0.10	General Supervision		An individual who can interpret the instructional implications of the evaluation process	11.3.12		No N/A	ПD	Corrected on:	
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9, 10 General Supervision VI.A1 Visual impairment is student's primary disability.  9, 10 General Supervision VI.A2 When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  11.J.13 Yes No N/A UD Corrected on:	9, 10	General Supervision		Ouiti	11.J.12	168	INO IN/A	טט	Conecieu on.	
9, 10 General Supervision VI.A1 Visual impairment is student's primary disability.  9, 10 General Supervision VI.A2 When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  11.J.13 Yes No N/A UD Corrected on:	0.10	Conoral Supervioles	\/I	VICUAL IMPAIRMENT						
9, 10 General Supervision VI.A1 Visual impairment is student's primary disability.  VI.A2 When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.  9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  II.J.13 Yes No N/A UD Corrected on:  Yes No N/A UD Corrected on:  Yes No N/A UD Corrected on:										
VI.A2 When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.  9, 10 General Supervision  9, 10 General Supervision  VI.A3 Student's disability adversely affects student's educational performance.  II.J.13 Yes No N/A UD Corrected on:	<u> </u>				11 1 40	Voc	No NI/A	Ш	Corrected on	
9, 10 General Supervision 9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance.  Other impairments interfere with the comprehension of visual and/or auditory stimuli.  Yes No N/A UD Corrected on:  II.J.13 Yes No N/A UD Corrected on:	9, 10	General Supervision	VI.AT	When pleasifying a student so visually impoint the UED to an accordance in the			INU IN/A	עט	Corrected on:	
9, 10 General Supervision 9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance. II.J.13 Yes No N/A UD Corrected on:			VI.A2	ether classifying a student as visually impaired, the IEP team must consider whether	II.J.13					
9, 10 General Supervision VI.A3 Student's disability adversely affects student's educational performance. II.J.13 Yes No N/A UD Corrected on:	0.40	0		jorner impairments interrere with the comprehension of visual and/or auditory stimuli.		\/-	NI- NI/6		O	
9, 10   General Supervision   VI.A4   Student required special education/related services.   II.J.13   Yes No N/A UD   Corrected on:										
	9, 10	General Supervision	VI.A4	Student required special education/related services.	II.J.13	Yes	NO N/A	UD	Corrected on:	

9, 10	General Supervision	VI.B	VISUAL IMPAIRMENT EVALUATION							
	·	VI.B1	Multiple measures (formal and informal) must be used to assess all areas of	II.J.13						
9, 10	General Supervision		suspected deficits (e.g., educational, adaptive, behavioral, physical).		Yes	No I	N/A U	D	Corrected on:	
	i i	VI.B2	A description of the student's visual impairment and visual capabilities must be on	II.J.13						
9, 10	General Supervision		record from a qualified eye care professional.		Yes	No I	N/A U	D	Corrected on:	
9, 10	General Supervision	VI.B3	A qualified professional must assess:	II.J.13						
			The kind and extent of instruction needed, based on the student's present level of	II.J.13						
			performance, including the functioning level of the student in adjusting to visual							
9, 10	General Supervision		problems and gaining education and social successes.		Yes	No I	N/A U	D	Corrected on:	
9, 10	General Supervision	VI.B3b	The student's current and future need for instruction in Braille or the use of Braille.	II.J.13			N/A U		Corrected on:	
3, 10	Concrai Capervision		Orientation and Mobility (O&M) must be assessed if the student is determined to be	II.J.13	100	110 1	11// 0		Corrected on:	
9, 10	General Supervision	V 1.D-T	blind or visually impaired.	11.0.10	Yes	No I	N/A U	ח	Corrected on:	
3, 10	Concrai Capervision	VI.B5	A group of qualified professionals and parents (IEP Team) determined eligibility of	II.J.13	100	110 1	11//1		Corrected on:	
9, 10	General Supervision	V 1.DJ	student after completion of evaluation procedures:	11.5.15						
9, 10	General Supervision		Parent or student 18 or older	11 1 1 2	Voc	No I	N/A U	7	Corrected on:	
9, 10	General Supervision				Yes		N/A U		Corrected on:	
			Student Special advection provides							
9, 10	General Supervision		Special education provider		res	INO I	N/A U	U	Corrected on:	
0.40	Company Company del		Regular education teacher, unless student does/will not participate in regular	II.J.13	V = -	NI.	N1/A 1	_	Corrected on	
	General Supervision		education environment	11 / 10			N/A U		Corrected on:	
9, 10	General Supervision		A qualified representative of the LEA		res	NO I	N/A U	υ	Corrected on:	
1			An individual who can interpret the instructional implications of the evaluation process	II.J.13				_		
	General Supervision						N/A U		Corrected on:	
9, 10	General Supervision		Other	II.J.13	Yes	No I	N/A U	D	Corrected on:	
<u> </u>	EADE: (L. LDE									
<u> </u>	FAPE in the LRE	IIEP	INITIAL IEP							
<u> </u>	FAPE in the LRE	IIEP	INITIAL IEP TIMELINES							
<u> </u>	FAPE in the LRE	IIEP.1	IEP included student file.	III.B.1	Yes		N/A U		Corrected on:	
	FAPE in the LRE		IEP reviewed or revised periodically, not less than annually.	111.1.4	Yes		N/A U		Corrected on:	
	FAPE in the LRE		Initial IEP developed within 30 days following eligibility.	III B 2	1 1 2 2 2			ח ו	Corrected on:	
<u> </u>		IIEP.2	initial IEI developed within 30 days following engionity.				N/A U			
8	Parent Involvement	IIEP.3	Notice of IEP meeting.	III.H	Yes	No I	N/A U	D	Training Date:	Documentation that training results in correction:
8 8	Parent Involvement Parent Involvement	IIEP.3 IIEP.4	Notice of IEP meeting. Written notice of IEP implementation.	III.H IV.D.1	Yes Yes	No I No I	N/A U	D D	Training Date: Training Date:	Documentation that training results in correction:  Documentation that training results in correction:
	Parent Involvement	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.	III.H IV.D.1	Yes Yes	No I No I	N/A U	D D	Training Date:	
8	Parent Involvement Parent Involvement	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting. Written notice of IEP implementation.	III.H IV.D.1	Yes Yes	No I No I	N/A U	D D	Training Date: Training Date:	
8	Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.	III.H IV.D.1 III.G.6	Yes Yes	No I No I	N/A U	D D	Training Date: Training Date:	
8 8	Parent Involvement Parent Involvement Parent Involvement	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and	III.H IV.D.1 III.G.6 III.G.1	Yes Yes Yes	No I No I No I	N/A UI N/A UI N/A UI	D D D	Training Date: Training Date:	
8 8 5	Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE FAPE in the LRE FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:	III.H IV.D.1 III.G.6 III.G.1	Yes Yes Yes	No I No I No I	N/A UI N/A UI N/A UI	D D D	Training Date: Training Date: Corrected on:	
8 8 5 5	Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older	III.H IV.D.1 III.G.6 III.G.1 III.G.1	Yes Yes Yes Yes Yes	No I No I No I No I	N/A UI N/A UI N/A UI	D D D	Training Date: Training Date: Corrected on: Corrected on:	
8 8 5 5 5	Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE FAPE in the LRE FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student	III.H IV.D.1 III.G.6 III.G.1 III.G.1	Yes Yes Yes Yes Yes	No I No I No I No I	N/A UI N/A UI N/A UI N/A UI N/A UI	D D D	Training Date: Training Date: Corrected on: Corrected on: Corrected on:	
8 8 5 5 5	Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE FAPE in the LRE FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1	Yes Yes Yes Yes Yes Yes	No I No I No I No I No I	N/A UI N/A UI N/A UI N/A UI N/A UI	D D D D	Training Date: Training Date: Corrected on: Corrected on: Corrected on:	
5 5 5 5	Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE FAPE in the LRE FAPE in the LRE FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1	Yes Yes Yes Yes Yes Yes Yes Yes	No I No I No I No I No I	N/A UI N/A UI N/A UI N/A UI N/A UI N/A UI	D D D D D	Training Date: Training Date: Corrected on: Corrected on: Corrected on: Corrected on:	
5 5 5 5	Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1	Yes Yes Yes Yes Yes Yes Yes Yes	No I No I No I No I No I	N/A UI	D D D D D	Training Date: Training Date: Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
5 5 5 5	Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1	Yes Yes Yes Yes Yes Yes Yes Yes Yes	No I	N/A UI	D D D D D	Training Date: Training Date: Corrected on: Corrected on: Corrected on: Corrected on: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No I	N/A U	D D D D D D D	Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No I	N/A UI	D D D D D D D	Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No I	N/A U	D D D D D D D	Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement  FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No I	N/A U	D D D D D D D	Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No I	N/A U	D D D D D D D	Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No I	N/A U	D D D D D D D D D D D D D D D D D D D	Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.	III.H IV.D.1 III.G.6 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1 III.G.1	Yes	No   1   N/A UI		Training Date: Training Date: Corrected on:		
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.  IEP contains statement of measureable academic and functional goals.	III.H IV.D.1 III.G.6 III.G.1	Yes	No	N/A UI		Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6 IIEP.7 IIEP.8	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.  IEP contains statement of measureable academic and functional goals.  IEP goals address areas of educational need.	III.H IV.D.1 III.G.6 III.G.1	Yes	No	N/A UI		Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6 IIEP.7 IIEP.8	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.  IEP contains statement of measureable academic and functional goals.  IEP goals address areas of educational need.  For students participating in the UAA, a description of benchmarks or short-term	III.H IV.D.1 III.G.6 III.G.1	Yes	No	N/A U		Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6 IIEP.7 IIEP.8 IIEP.9 IIEP.9a IIEP.9b	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.  IEP contains statement of measureable academic and functional goals.  IEP goals address areas of educational need.  For students participating in the UAA, a description of benchmarks or short-term objectives is included.	III.H IV.D.1 III.G.6 III.G.1	Yes	No	N/A UI		Training Date: Training Date: Corrected on:	
8 8 8 5 5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6 IIEP.7 IIEP.8 IIEP.9 IIEP.9a IIEP.9b	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.  IEP contains statement of measureable academic and functional goals.  IEP goals address areas of educational need.  For students participating in the UAA, a description of benchmarks or short-term	III.H IV.D.1 III.G.6 III.G.1	Yes	No	N/A U		Training Date: Training Date: Corrected on:	
5 5 5 5 5 5	Parent Involvement Parent Involvement Parent Involvement Parent Involvement FAPE in the LRE	IIEP.3 IIEP.4 IIEP.5 IIEP.6 IIEP.7 IIEP.8 IIEP.9 IIEP.9a IIEP.9b	Notice of IEP meeting.  Written notice of IEP implementation.  Parents given copy of IEP.  IEP documents the participation of required IEP team members by signature, title, and date:  Parent or student 18 or older  Student  Special education provider  Regular education teacher, unless student does/will not participate in regular education environment  A qualified representative of the LEA  An individual who can interpret the instructional implications of the evaluation process  Other  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including baseline or current data.  IEP team documents present levels of academic achievement and functional performance (PLAAFP) including how disability affects involvement/progress in general curriculum or for preschool studentsparticipation in appropriate activities.  IEP contains statement of measureable academic and functional goals.  IEP goals address areas of educational need.  For students participating in the UAA, a description of benchmarks or short-term objectives is included.	III.H IV.D.1 III.G.6 III.G.1	Yes	No	N/A U		Training Date: Training Date: Corrected on:	

1								1	
	Parent Involvement	IIEP.11	IEP contains a statement of when periodic reports on progress will be provided to	III.J.2	Voc. N	lo NI/A	LID	Corrected on:	
8	Parent involvement	IIED 40	parents.	III.J.2	res i	lo N/A	UD	Corrected on:	
			IEP contains a statement of special education services: (1) to advance toward annual	III.J.Z					
			goals, (2) to be involved and progress in the general curriculum and participate in						
			extracurricular and other nonacademic activities, and (3) to be educated and						
_	EADE in the LDE		participate with other students with disabilities and non-disabled students in the activities described in this section.		V N	I- NI/A		0	
5	FAPE in the LRE	UED 40		III.J.2	res i	lo N/A	טט	Corrected on:	
			IEP contains related education services: (1) to advance toward annual goals, (2) to be involved and progress in the general curriculum and participate in extracurricular and	III.J.Z					
			other nonacademic activities, and (3) to be educated and participate with other						
			students with disabilities and non-disabled students in the activities described in this						
5	FAPE in the LRE		students with disabilities and non-disabled students in the activities described in this section.		Voc N	lo NI/A	ПD	Corrected on:	
5	FAFE III (III) LINE	IIEP.14	IEP contains supplementary aids and services to be provided to the student or on	III.J.2	162 1	IO IN/A	UD	Corrected on.	
			behalf of student: (1) to advance toward annual goals, (2) to be involved and progress	111.J.Z					
			in the general curriculum and participate in extracurricular activities and other						
			nonacademic activities, and (3) to be educated and participate with other students with						
			disabilities and non disabled students in the activities described in this section.						
5	FAPE in the LRE		andaminios and non disabled stadents in the activities described in this section.		Yes N	lo N/Δ	IJΠ	Corrected on:	
	. All E III UIG LIKE	IIFP 15	IEP contains a statement of program modifications or supports for school personnel	III.J.2	100 1	11/7	00	Controlled on.	
			that will be provided to the student: (1) to advance toward annual goals, (2) to be in						
			involved and progress in the general curriculum and participate in extracurricular						
			activities and other nonacademic activities, and (3) to be educated and participate with						
			other students with disabilities and non disabled students in the activities described in						
5	FAPE in the LRE		this section.		Yes N	lo N/A	UD	Corrected on:	
		IIEP.16	IEP contains an explanation of extent to which student will not participate with non-	III.J.2					
5	FAPE in the LRE		disabled students in the regular education environment and other activities.		Yes N	lo N/A	UD	Corrected on:	
		IIEP.17	A statement of any individual appropriate accommodations that are necessary to	III.J.2					
			measure the academic achievement and functional performance of the student on	_					
3	FAPE in the LRE		State- and district-wide assessments are included in the IEP.		Yes N	lo N/A	UD	Corrected on:	
		IIEP.17a	All accommodations and modifications listed on state or LEA-wide assessment form or	N/A					
3	FAPE in the LRE		other documentations were also included in the IEP services. (Information item)		Yes N	lo N/A	UD	Information Item Only	
	FAPE in the LRE	IIEP.18	IEP contains projected date for the beginning of services.	III.J.2	Yes N	lo N/A	UD	Corrected on:	
5	FAPE in the LRE		IEP team considers and revises IEP as appropriate to address:	III.I.1					
			Positive behavioral interventions and supports and other strategies to address the	III.I.1					
			behavior of a student whose behavior impedes learning. Team referred to USOE						
5	FAPE in the LRE		Special Education Least Restrictive Behavior Intervention (LRBI) Guidelines.		Yes N	lo N/A	UD	Corrected on:	
		IIEP.19b	Language needs for English Language Learners (LEP students) as they relate to the	III.I.1					
5	FAPE in the LRE		student's IEP.			lo N/A	UD	Corrected on:	
5	FAPE in the LRE		Braille instruction for the student who is blind or visually impaired.	III.I.1	Yes N	lo N/A	UD	Corrected on:	
			Communication needs for (1) ALL students, and (2) students who are deaf or hard of	III.I.1					
_ [	EADE in the LDE		hearing including language/communications methods/modes with peers and staff.		V	I- 11/A		0	
5	FAPE in the LRE	HED 40	Assisting to develop and advantage from the control of the control	111.1.4	Yes N	lo N/A	UD	Corrected on:	
	EADE in the LDE	IIEP.19e	Assistive technology devices/services (external only) for the student who without them	III.I.1	Voc.	lo NI/A	ш	Corrected on:	
5	FAPE in the LRE	HED 104	would not benefit from special education.  Did the team determine that the student needs access to Assistive Technology at	III.I.1	res N	lo N/A	טט	Corrected on:	
5	FAPE in the LRE	HEP. 191	· · · · · · · · · · · · · · · · · · ·	111.1.1	Voc. N	lo NI/A	HD	Corrected on:	
5	FAPE III (IIIE LKE	HED 20	home or other setting in order to receive FAPE?  IEP team considers and revises IEP as appropriate to address Extended School Year:	III.N.3	res N	lo N/A	טט	Corrected on.	
	FAPE in the LRE	1167.20	TET team considers and revises IET as appropriate to address extended SCROOL Fear:	111.111.3	Yes N	lo NI/Δ	חוו	Corrected on:	
	. All E III UIG LIKE	IIFP 20h	If ESY is selected, written prior notice must be given to the parents regarding the	IV.D.1	100 1	11/7	00	Controlled on.	
	Parent Involvement	200	goals, services, and amount of time included.	1	Yes N	lo N/A	UD	Corrected on:	
	. Gront involvement		If student is of transition age, please complete appropriate transition section		1.00	/ 14// (	50	55.766.64 611.	+
			under Special Files.						
			larina, abasim, risa.	<u> </u>	1			L	
	FAPE in the LRE		REEVALUATION IEP						
	FAPE in the LRE		REEVALUATION IEP TIMELINES						
	FAPE in the LRE		IEP included in student file.	III.B.1	Yes N	lo N/A	UD	Corrected on:	
4100100									

	FAPE in the LRE	CIEP.3	IEP reviewed or revised periodically, not less than annually.	III.1.4	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement		Notice of IEP meeting.	III.H		No		UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement	CIEP.5	Written notice of IEP implementation.	IV.D.1	Yes	No	N/A	UD	Training Date:	Documentation that training results in correction:
8	Parent Involvement		Parents given copy of IEP.	III.G.6	Yes	No	N/A	UD	Corrected on:	
			IEP documents the participation of required IEP team members by signature, title, and	III.G.1						
5	FAPE in the LRE		date.							
5	FAPE in the LRE		Parent or student 18 or older	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		Student	III.G.1	Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE		Special education provider	III.G.1	Yes	No	N/A	UD	Corrected on:	
			Regular education teacher, unless student does/will not participate in regular	III.G.1						
5	FAPE in the LRE		education environment				N/A		Corrected on:	
5	FAPE in the LRE		A qualified representative of the LEA	III.G.1	Yes	No	N/A	UD	Corrected on:	
			An individual who can interpret the instructional implications of the evaluation process	III.G.1						
5	FAPE in the LRE						N/A		Corrected on:	
5	FAPE in the LRE		Other	III.G.1	Yes	No	N/A	UD	Corrected on:	
		CIEP.8	IEP team documents present levels of academic achievement and functional	III.I.1						
	FAPE in the LRE		performance (PLAAFP) including baseline or current data.		Yes	No	N/A	UD	Corrected on:	
		CIEP.9	IEP documents present levels of academic achievement and functional performance	III.I.1						
			(PLAAFP) including how disability affects involvement/progress in general curriculum		l.,					
	FAPE in the LRE		or, for preschool students, participation in appropriate activities.				N/A		Corrected on:	
	FAPE in the LRE		IEP contains statement of measureable academic and functional goals.	III.J.2				UD	Corrected on:	
	FAPE in the LRE		IEP goals address areas of educational need.	III.J.2	Yes	No	N/A	UD	Corrected on:	
		CIEP.10b	For students participating in the UAA, a description of benchmarks or short-term	III.J.2						
	FAPE in the LRE		objectives is included.		Yes	No	N/A	UD	Corrected on:	
	EADE: (L. LDE	CIEP.11	IEP contains a description of how the student's progress toward meeting the annual	III.J.2			<b>.</b>			
8	FAPE in the LRE	OIED 40	goals will be measured.		Yes	NO	N/A	UD	Corrected on:	
	D (1 )	CIEP.12	IEP contains a statement of when periodic reports on progress will be provided to	III.J.2			<b>.</b>			
8	Parent Involvement	OIED 40	parents.  IEP contains a statement of special education services: (1) to advance toward annual	111.1.0	Yes	NO	N/A	UD	Corrected on:	
		CIEP.13		III.J.2						
			goals, (2) to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (3) to be educated and							
			participate with other students with disabilities and non-disabled students in the							
5	FAPE in the LRE		activities described in this section.		Voc	No	N/A	HD	Corrected on:	
3	TAPE III III E LINE	CIED 14	IEP contains related education services: (1) to advance toward annual goals, (2) to be	III.J.2	163	INU	IN/A	OD	Corrected orr.	
		OILF.14	involved and progress in the general curriculum and participate in extracurricular and	111.5.2						
			other nonacademic activities, and (3) to be educated and participate with other							
			students with disabilities and non-disabled students in the activities described in this							
5	FAPE in the LRE		section.		Yes	Nο	N/A	UD	Corrected on:	
	. 7 11 2 111 1110 2112	CIEP 15	IEP contains supplementary aids and services to be provided to the student or on	III.J.2	. 00	. 10	. 1// 1	<u> </u>	2565.64 511.	+
			behalf of student: (1) to advance toward annual goals, (2) to be in involved and							
			progress in the general curriculum and participate in extracurricular activities and other							
5	FAPE in the LRE		non-disabled students in the activities described in this section.		Yes	No	N/A	UD	Corrected on:	
		CIEP.16	IEP contains program modifications or supports for school personnel that will be	III.J.2						
			provided for the student: (1) to advance toward annual goals, (2) to be in involved and							
			progress in the general curriculum and participate in extracurricular activities and other							
5	FAPE in the LRE		non-disabled students in the activities described in this section.		Yes	No	N/A	UD	Corrected on:	
		CIEP.17	IEP contains an explanation of extent to which the student will NOT participate with	III.J.2						
5	FAPE in the LRE		non-disabled students in the regular education environment and other activities.		Yes	No	N/A	UD	Corrected on:	
		CIEP.18	A statement of any individual appropriate accommodations that are necessary to	III.J.2						
			measure the academic achievement and functional performance of the student on							
3	FAPE in the LRE		State-and district-wide assessments are included in the IEP.		Yes	No	N/A	UD	Corrected on:	
		CIEP.18a	All accommodations and modifications listed on state or LEA-wide assessment form or	N/A						
3	FAPE in the LRE		other documentations were also included in the IEP services. (Information item)				N/A		Information Item Only	
	FAPE in the LRE		IEP contains projected date for beginning of services.		Yes	No	N/A	UD	Corrected on:	
5	FAPE in the LRE	CIEP.20	IEP team considers and revises IEP as appropriate to address:	III.I.1					<u> </u>	

		CIEP.20a	Positive behavioral interventions and supports and other strategies to address the	III.I.1				
			behavior of a student whose behavior impedes learning. Team referred to USOE					
5	FAPE in the LRE		Special Education Least Restrictive Behavior Intervention (LRBI) Guidelines.		Yes No N/A	UD	Corrected on:	
		CIFP.20b	Language needs for English Language Learners (LEP students) as they relate to the	III.I.1				
5	FAPE in the LRE	0.2200	student's IEP.		Yes No N/A	UD	Corrected on:	
5		CIFP.20c	Braille instruction for the student who is blind or visually impaired.	III.I.1	Yes No N/A		Corrected on:	
	1711 2 111 1110 2112	CIFP 20d	Communication needs for (1) ALL students, and (2) students who are deaf or hard of	III.I.1	100 110 11//1	- 02	Corrected on:	
		OILI ILOG	hearing including language/communications methods/modes with peers and staff.					
5	FAPE in the LRE		Theating including language/communications methods/modes with poors and stant.		Yes No N/A	UD	Corrected on:	
	174 E III dio ERE	CIFP 20e	Assistive technology devices/services (external only) for the student who without them	III.I.1	100 110 11//1	- 02	Corrected on:	
5	FAPE in the LRE	0121 .200	would not benefit from a special education.		Yes No N/A	UD	Corrected on:	
	1711 2 111 1110 2112	CIEP 20f	Did the team determine that the student needs access to Assistive Technology at	III.I.1	100 110 11//1	- 02	Corrected on:	
5	FAPE in the LRE	O1L1 .201	home or other setting in order to receive FAPE?		Yes No N/A	ПD	Corrected on:	
	17th E III the EICE	CIFP 21	IEP team considers and revises IEP as appropriate to address Extended School Year.	III.N.3	103 140 14//1	- 00	Corrected on:	
	FAPE in the LRE	OILI .ZI	inclinited in the revises in a appropriate to address extended ocnour real.	111.14.5	Yes No N/A	ПD	Corrected on:	
	TALL III UIG LIKE	CIED 21h	if ESY is selected, written prior notice must be given to the parents regarding the	IV.D.1	Tes No N/A	OD	Corrected on:	
	Parent Involvement	CILF .210	goals, services, and amount of time included.	10.0.1	Yes No N/A	ПD	Corrected on:	
	raieiii iiivoiveiiieiii		If student is of transition age, please complete appropriate transition section		TES INU IN/A	OD	Corrected on.	
			under Special Files.		ļ		<u> </u>	
5	FAPE in the LRE	DE	PHYSICAL EDUCATION				1	
5	FAPE III (IIE LKE	PE PE.1		III.L.1				
		PE.I	Physical education services, specially designed if necessary, must be made available	III.L. I				
			to every student with a disability receiving FAPE, unless the LEA enrolls students					
_	EADE in the LDE		without disabilities and does not provide physical education to students without		V N- N/A	110	0	
5	FAPE in the LRE	55.0	disabilities in the same grades.		Yes No N/A			
5	FAPE in the LRE		Regular physical education program available to the student.		Yes No N/A	UD	Corrected on:	
_	E45E1 41 15E	PE.3	If specially designed physical education prescribed in student's IEP, the LEA provides	III.L.3				
5	FAPE in the LRE		services directly or contracts services.		Yes No N/A	UD	Corrected on:	
_		PE.4	If LEA is responsible for student enrolled in a separate facility, LEA must ensure that	III.L.4				
5	FAPE in the LRE		the student receives appropriate PE services.		Yes No N/A	UD	Corrected on:	
			100000 1 DE 751 1 DE 751		I			
5	FAPE in the LRE	ILRE	INITIAL LRE/PLACEMENT					
5	FAPE in the LRE	ILRE	INITIAL LRE/PLACEMENT TIMELINES					
5	FAPE in the LRE		Initial Eligibility Date:					
5	FAPE in the LRE		Date of Initial IEP (if less than 2 years ago):					
5	FAPE in the LRE		Date of Initial Placement Consent:					
5	FAPE in the LRE		Date Initial Placement Began:					
		ILRE.1	Initial Placement (services) began as soon as possible following the development of	II.B.2				
5	FAPE in the LRE		the IEP and is as close as possible to the student's home.		Yes No N/A	UD	Training Date:	Documentation that training results in correction:
5	Parent Involvement	ILRE.2	Notice of Meeting for Initial LRE/Placement Meeting.	IV.B.4	Yes No N/A	UD	Training Date:	Documentation that training results in correction:
5	Parent Involvement	ILRE.3	Written notice of implementation of Initial LRE/Placement.	III.T	Yes No N/A	UD	Training Date:	Documentation that training results in correction:
		ILRE.4	Placement decision is made by a group of persons (IEP Team) including student's	III.R.1				ū
			parents and other persons knowledgeable about the student, the meaning of the					
5	FAPE in the LRE		evaluation data, and the placement options.		Yes No N/A	UD	Corrected on:	
5	Parent Involvement	ILRE.6	If student's placement was changed, Written Notice was provided.	IV.D.1	Yes No N/A		Corrected on:	
			1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2				•	
5	FAPE in the LRE	CLRE	REEVALUATION LRE/PLACEMENT					
5	FAPE in the LRE		REEVALUATION LRE/PLACEMENT TIMELINES					
5	FAPE in the LRE		Date of Initial Placement:					
5	FAPE in the LRE		Current Placement Review:	1				
5	FAPE in the LRE		Last Placement Review:	1				
5	FAPE in the LRE		Interval: (days)	1			<u> </u>	
	174 E III GIO LINE		interval	L	<del> </del>			

		CLRE.1	Placement determined at least annually, based on IEP, and is as close as possible to	III.R.1					
5	FAPE in the LRE		the student's home.		Yes	No N/A	UD	Training Date:	Documentation that training results in correction:
5	Parent Involvement	CLRE.2	Notice of Meeting for Annual Review of Placement.	IV.B.4	Yes	No N/A	UD	Training Date:	Documentation that training results in correction:
5	FAPE in the LRE	CLER.3	Placement decision documented.	III.R.1	Yes	No N/A	UD	Corrected on:	
5	Parent Involvement	CLRE.4	Written notice of Implementation of Maintaining LRE/Placement.	IV.D.1	Yes	No N/A	UD	Training Date:	Documentation that training results in correction:
		CLRE.5	Placement decision is made by a group of persons (IEP Team) including student's	III.R.1					
			parents, and other persons knowledgeable about the student, the meaning of the						
5	FAPE in the LRE		evaluation data, and the placement options.		Yes	No N/A	UD	Corrected on:	
5	Parent Involvement	CLRE.7	If student's placement was changed, Written Notice was provided.	IV.D.1	Yes	No N/A	UD	Corrected on:	
			•	•				•	

			ODEOLAL ELLEO		1				T	
4	EADE in the LDE		SPECIAL FILES DISCIPLINE							
4	FAPE in the LRE	D								
4	FAPE in the LRE	D1	Removal for ten (10) consecutive or cumulative days or less in the same school							
4	FAPE In the LRE	D4 4	<b>year.</b> Removal determined by school personnel.	V.B.2	Voc	No. N	N/A U[		Training Date:	Decumentation that training regults in correction:
4	FAPE III IIIE LKE	D1.1 D1.2	Removal determined by school personnel.  Removal made for violation of code of student conduct that applies to non-disabled	V.B.2	res	INO I	N/A UL		Training Date.	Documentation that training results in correction:
4	FAPE in the LRE	D1.2		V.B.2	Vaa	Na N	.I/A I I I		Training Date:	Description that training receives in sourcetion.
4	FAPE IN the LRE	D1.3	students.  Services are provided to same extent that they provided to non-disabled students for	V.C.3	res	NO I	N/A UL	<u> </u>	Training Date:	Documentation that training results in correction:
		D1.3	similar violations (i.e., no services provided to non-disabled students, then no services	v.C.3						
4	FAPE in the LRE		are required for students with disabilities).		Voc	No N	.1/Λ I I I		Training Date:	Documentation that training results in correction:
4	FAPE III LIIE LKE	D2	After a child has been removed for 10 school days, additional removals for 10		res	INO I	N/A UL		Training Date.	Documentation that training results in correction.
		DZ	consecutive days or less in the same school year that do not constitute a change							
4	FAPE in the LRE		of placement.							
4	FAPE in the LRE	D2.1	Removals determined by school personnel for separate incidents of misconduct.	V.B.2	Voc	No. N	N/A UI	_	Training Date:	Documentation that training results in correction:
	TAPE III UIG LINE		School personnel in consultation with at least on of the student's teachers, determine	V.C.4	163	110 1	V/A UL		Training Date.	Documentation that training results in correction.
4	FAPE in the LRE	D2.2	services.	V.C.4	Vas	No N	N/A UI	n	Training Date:	Documentation that training results in correction:
	TALL III III E LIKE	D2.3	Services.  Services are provided to the extent necessary to enable the student to continue to	V.C.4	163	140 1	<b>1</b> /// OL		Training Date.	Bocamentation that training results in correction.
		D2.0	participate in the general curriculum and progress toward meeting the goals set out in	V.O. <del>T</del>						
4	FAPE in the LRE		IEP.		Yes	No N	N/Δ 11Γ	ח	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3	Special Circumstances (serious bodily injury, weapons, or drugs).		163	140 1	N/A OL	_	Training Date.	Documentation that training results in correction.
	TALLITUICENE		Determination made by school personnel to same extent removal would be applied to	V.B.4						
4	FAPE in the LRE	D0.1	student's without disabilities.		Yes	No N	N/A U[	ח	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.2	IEP team determined appropriate services to be provided during the removal.	V.C.5					Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.3	IEP team determined interim alternative educational setting.				V/A U		Training Date:	Documentation that training results in correction:
			On the date on which the decision was made to change the placement due to a	V.E.5					J	<b>3</b>
			violation of a code of student conduct, the LEA must notify parents and provide them							
4	Parent Involvement		with the Procedural Safeguards notice.		Yes	No N	N/A UI	D	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.5	Placement by school personnel for no more than 45 days.	V.H.2					Training Date:	Documentation that training results in correction:
		D3.6	The student received a FuBA, behavior intervention services, and modifications	V.C.1					<u> </u>	
4	FAPE in the LRE		designed to address the behavior violation so it does not reoccur.		Yes	No N	N/A UI	D	Training Date:	Documentation that training results in correction:
		D3.7	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes	V.E.4						
			additional discipline procedures or IEP tem changes placement, student returned to							
4	FAPE in the LRE		placement he/she was in when behavior occurred.		Yes	No N	N/A UI	D	Training Date:	Documentation that training results in correction:
		D3.8	Within ten (10) school days of any decision to change placement, the LEA, the	V.E.1						
			parent, and relevant members of the IEP tem (determined by the LEA and parent)							
			must review all relevant information in the student's file and any relevant information							
4	FAPE in the LRE		provided by the parents to determine if the conduct was:				N/A U[		Training Date:	Documentation that training results in correction:
4	FAPE in the LRE		Caused by or had a direct substantial relationship to the student's disability.	V.E.1					Training Date:	Documentation that training results in correction:
4	FAPE in the LRE		If yes, then did the team conduct a FuBA and implement a BIP for the student?	V.E.1			N/A U[		Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D3.8b	The direct result of the LEA's failure to implement the IEP.	V.E.1	Yes				Training Date:	Documentation that training results in correction:
4	FAPE in the LRE		If yes, did the LEA take immediate steps to remedy those deficiencies?	V.E.1	Yes	No N	N/A UI	D	Training Date:	Documentation that training results in correction:
		D3.9	Did the team determine if the behavior was a manifestation of the student's disability?	V.E.1						
4	FAPE in the LRE				Yes	No N	N/A UI	D	Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D4	Removals for behaviors that are a manifestation of the student's disability.							

		D4.4	I FA parent and relevant members of the IFD team in a meeting within 10 cabasi	V/ E 4					
		D4.1	LEA, parent, and relevant members of the IEP team, in a meeting within 10 school	V.E.1					
			days of decision to change the placement, determine that the behavior was a		V	Na NI//	ш	Training Date:	Desumentation that training results in correction.
4	FAPE in the LRE	D.1.0	manifestation of the student's disability.	\		No N/A		Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D4.2	Did the IEP team conduct a FBA and BIP?	V.E.4	res	No N/A	\ UD	Training Date:	Documentation that training results in correction:
	EADE: # 1DE	D4.3	If D4.2 = NA, did the IEP team review the current BIP and modify it as needed to	V.E.4	.,	<b>N.</b> N.//		T	
4	FAPE in the LRE		address the behavior?			No N/A		Training Date:	Documentation that training results in correction:
4	Parent Involvement	D4.4	If the team decided to change placement, was notice provided?	V.F	Yes	No N/A	עט ג	Training Date:	Documentation that training results in correction:
	EADE: # 1DE	D4.5	If the removal is a change of placement, the student's IEP team determines	V.C.5	.,	<b>N.</b> N.//		T	
4	FAPE in the LRE		appropriate services to be provided during the removal.		Yes	No N/A	עט א	Training Date:	Documentation that training results in correction:
	54D5 : 11 1D5	D5	Removals for behaviors that are not a manifestation of the student's disability.						
4	FAPE in the LRE	5-1		1/5/					
		D5.1	LEA, parent, and relevant members of the IEP team, in a meeting within 10 school	V.E.1					
l ,	54D5 : 11 1D5		days of decision to change the placement, determine that the behavior was <u>not</u>		.,				
4	FAPE in the LRE		manifestation of the student's disability.		Yes	No N/A	, UD	Training Date:	Documentation that training results in correction:
		D5.2	LEA's discipline procedures for students without disabilities were applied in the same	V.B.4					
_	54D5 : 11 1D5		manner to students with disabilities, in a meeting within 10 days of removal that		.,				
4	FAPE in the LRE		constitutes a change in placement.		Yes	No N/A	, UD	Training Date:	Documentation that training results in correction:
		D5.3	If the removal is a change of placement, the student received a FBA, behavior	V.C.1					
			intervention services and modifications designed to address the behavior violation so						
4	FAPE in the LRE		it does not reoccur.		Yes	No N/A	\ UD	Training Date:	Documentation that training results in correction:
		D5.4	After the student has been removed from his/her current placement for 10 days during	V.C.4					
			the school year, in the case of subsequent removal for not more than 10 days that is						
			not a change of placement, school personnel in consultation with at least one of the						
			student's teachers, determined the extent to which services are needed.						
4	FAPE in the LRE				Yes	No N/A	\ UD	Training Date:	Documentation that training results in correction:
		D5.5	Services are provided to the extent necessary to enable the student to continue to	V.C.4					
			participate in the general curriculum and progress toward meeting the goals set out in						
4	FAPE in the LRE		IEP.			No N/A		Training Date:	Documentation that training results in correction:
4	FAPE in the LRE	D5.6	IEP team determined interim alternative educational setting.	V.G	Yes	No N/A	, UD	Training Date:	Documentation that training results in correction:
		D5.7	The subsequent removal is for more than 10 days consecutive school days or is a	V.C.5					
4	FAPE in the LRE		change of placement, IEP team determined appropriate services.		Yes	No N/A	\ UD	Training Date:	Documentation that training results in correction:
		D5.8	On the date on which the decision was made to change the placement due to a	V.F					
			violation of a code of student conduct, the LEA must notify parents and provided them						
4	Parent Involvement		with the Procedural Safeguards notice.		Yes	No N/A	\ UD	Training Date:	Documentation that training results in correction:
		D5.9	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes	V.E.4					
			additional discipline procedures or IEP tem changes placement, student returned to						
4	FAPE in the LRE		placement he/she was in when behavior occurred.		Yes	No N/A	\ UD	Training Date:	Documentation that training results in correction:
				ı					
12	Transitions	E	EARLY CHILDHOOD SERVICES						
12	Transitions	EA	Transition: Part C to Part B Program	21/2					
		EA.1	Transition planning implemented not less than ninety (90) days prior to eligibility for	N/A	.,				
12	Transitions		preschool Part B Program. (Information item)			No N/A		Training Date:	Documentation that training results in correction:
12	Transitions	EA.2	LEA representative participated in transition planning meeting.			No N/A		Training Date:	Documentation that training results in correction:
12	Transitions	EA.2a	Please record how LEA participation was documented. (Information item)	N/A	Yes			Information Item Only	
12	Parent Involvement	EA.3	Parent informed of Part B rights and responsibilities (Procedural Safeguards).	ıv.⊨.1	Yes	No N/A	עט א	Training Date:	Documentation that training results in correction:
12	Transitions	EB	SERVICES AT AGE 3	) (II A =					
			If an eligible student's third birthday occurs during the summer (June, July, or August),	VII.A.2					
12	Transitions	===	the IEP team determines when services begin.			No N/A		Training Date:	Documentation that training results in correction:
12	Transitions	EB.2	IEP team considered IFSP.			No N/A		Training Date:	Documentation that training results in correction:
12	Transitions	EB.3	Part C invited to the initial IEP meeting.			No N/A	עט ג	Training Date:	Documentation that training results in correction:
, -		EB.4	Was the student found eligible and the IEP implemented on or before the student's	VII.A.2					
12	Transitions		third birthday?		Yes	No N/A	, UD	Training Date:	Documentation that training results in correction:
7	Transitions	EC	EARLY CHILDHOOD SERVICES - OUTCOMES	1 41: -	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	N1 - 5177	115	T D .	
7	Transitions	EC.1	Utah Preschool Outcome Document (UPOD) Form A is in student file.			No N/A		Training Date:	Documentation that training results in correction:
7	Transitions	EC.2	Entry data are marked in all three performance areas.	VIII.G	Yes	No N/A	, UD	Training Date:	Documentation that training results in correction:
7/08/08									1

Transform   TA   SECONDARY TRANSFORM REQUIREMENTS   Transform	7	Transitions	EC.3 Date student entered preschool is completed on UPOD form.	VIII.G Yes No N/A L	D Training Date:	Documentation that training results in correction:
Transitions   TA   SECONDARY TRANSITION REQUIREMENTS	7					
Transitions Transi	<u> </u>	Transitions	EO.4 Data source for team decision is documented and in students life.	VIII.G 103 140 14//1 C	D Training Bate.	Documentation that training results in correction.
Transitions Transi						
Transitions Transi	13	Transitions	TA SECONDARY TRANSITION REQUIREMENTS			
Template						
Parent Incoherement   Monitor of the IEP Meeting includes transport   11.11.2   Yes   12.5   11.11.2   Yes   Yes   11.11.2   Yes				Vos. No. N/A I	D. Corrected on:	
Transitions TA.1 (S.4 documents studently resourced parts secondary goales (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (1.8.5 Yes No. NA. UD Corrected on: 1.7.16 (S.7 1) (						Documentation that training regults in correction:
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Transitions   TA.10   Independent king salts (where appropriate),   Target   Transitions   TA.2   Engineering transition is assessment in the standard postering transition is assessment in the standard postering transition   TA.2   Transitions   TA.3   Transitions   TA.4   The IEP contains transition assessment in the standard postering transition   TA.4   The IEP contains transition is assessment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains transition environment in the standard postering transition   TA.4   The IEP contains tran						
TAJ Biff documents that measurable postsecuridary goal(s) were based on age- propriets transmiss assessments  TAJ Effortment arrival Eff goal(s) trail will security to meet the violation meeting mee						
Transitions   Company	13	Hansilions	TA. 10 Independent living skills (where appropriate).		D Corrected on.	
Table Contained any and IEP portained any and IEP possible that will reasonable onable the student to meet the possible contained any process agreed any process. (profession for any)  Transitions Tr	12	Transitions			D Corrected on:	
Transitions	13	Hansilions			D Corrected on.	
Transitions   TA.4   The IEP contains transitions environe focused on improving the anademic achievement   Vil B.2   Transitions   TA.4   Instruction.   Tansitions   TA.5   Instruction.   Tansitions   TA.4   Instruction.   Tansitions   TA.4   Instruction.   Tansitions   TA.5   Instruction.   Tansitions   TA.5   Instruction.   Tansition.   Tansitio	12	Transitions			D Information Itom Only	
Transitions	13	Transitions	TA 4 The IED centains transition convices focused on improving the academic achievement		B Illioination tem Only	
13 Transforms TA.4h Related services. VII.B.2 Yes No. NVA. UD. Corrected on: 13 Transforms TA.4b Related services. VII.B.2 Yes No. NVA. UD. Corrected on: 13 Transforms TA.4C Community experiences. VII.B.2 Yes No. NVA. UD. Corrected on: 13 Transforms TA.4C Employment. VII.B.2 Yes No. NVA. UD. Corrected on: 13 Transforms TA.4C Employment. VII.B.2 Yes No. NVA. UD. Corrected on: 13 Transforms TA.4C Employment display to the control of the co	12	Transitions		VII.D.2		
13 Transitions T.4.4B Related services. VII.B.2 Yes No. NA. UD Corrected on: 13 Transitions T.4.4C Community experiences. VII.B.2 Yes No. NA. UD Corrected on: 13 Transitions T.4.4P Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 13 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 13 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 14 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 15 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 16 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 17 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 18 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 19 Transitions T.4.4F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 19 Transitions T.4.5F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Corrected on: 19 Transitions T.4.7F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Training Date: 19 Transitions T.4.7F Post-school adult king objectives. VII.B.2 Yes No. NA. UD Training Date: 19 Transitions T.4.7F Post-school adult king object to the student post-school adu				VILR 2 Ves No N/A I	D Corrected on:	+
13 Transitions TA4C Community experiences. 13 Transitions TA4D Employment. 13 Transitions TA4D Employment. 14 Transitions TA4D Employment. 15 Transitions TA4D Employment. 16 Transitions TA4D Employment. 17 Transitions TA4D Employment. 18 Transitions TA4D Employment. 19 Transitions TA4D Employment. 19 Transitions TA4D Employment. 10 Transitions TA4D Employment. 10 Transitions TA4D Employment. 10 Transitions TA4D Employment. 11 Transitions TA4D Employment. 12 Transitions TA4D Employment. 13 Transitions TA4D Employment and setup the setup to the se						+
13 Transitions TA-4D Experience of Migraty Processor (1997) and the processor of the proces						
13 Transitions 17.4.E Post-school adult living objectives.   VII.B.2   Yes No. N/A UD Corrected on:						
Transitions   TA.4F   Acquisition of daily irking skills (if appropriate).   VIII.B.2   Yes   No   NA   UD   Corrected on:						
13 Transitions TA.4G Functional vocational evaluation (if appropriate).  13 Transitions TA.5 As a representative invited of paid for by other agencies? 13 Transitions TA.5 If yes, was an agency representative invited to IEP meeting? 13 Transitions TA.5 If yes, was an agency representative invited to IEP meeting? 14 Parent Involvement Parent Involvement 15 Parent Involvement Parent Involvement 16 Parent Involvement 17 Parent Involvement 18 Parent Involvement 19 Parent Involvement 20 Parent Involvement						
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Transitions TA.6. If yes, was an agency representative invited to IEP meeting?  17.7. Parent Involvement TA.7. Parent Involvement TA.8. Transitions Tansitions Tansit	12	Transitions			D Information Item Only	
Tan   Parent Involvement   Tan   Parent or student (18 or older) consent was obtained prior to inviting the agency   VILB3   Parent Involvement   Tanisition   Parent Involvement   WNR.1   The Written Notice Includes:   WRR 1   Parent Involvement   WRR.1   The Written Notice Includes:   WRR.1   Parent Involvement   WRR.1   The Written Notice Includes:   WRR.1   Parent Involvement   WRR.1   The Written Notice Includes:   WRR.1   The Written Notice Includes:   WRR.1   Assemblance was passed and selected by LEA.   WRL 24   VILD.2   VILD.3   VILD.4   V						Decumentation that training regults in correction:
Transitions	13	Hansilions	TA.7 Deport or student (19 or older) concent was obtained prior to inviting the agency.		D Trailing Date.	Documentation that training results in correction.
Tansitions plan contains a course of study (courses and other educational perfect of subjectives), aligned with the student's post-secondary goals and designed to improve the student's academic and functional achievement of post-secondary goals.  Transitions  TB OTHER SECONDARY IEP PROCEDURES  TB.1 Beginning not later than one year before 18th birthday, the student was informed that rights under Part E will transfer to him/her when he/she reaches 18. Documentation in life. (Age of Majority)  Transitions  TB.2 Transitions  TB.2 It least 30 days before graduation (change of placement), student and parents were provided written prior notice indicating that the student will graduate from high school with a regular diploma and graduation with a diploma terminates eligibility for special education and related services.  TB.3 Graduation Summary of Performance: LEA provided the student with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.  Parent Involvement  Parent Involvement  Parent Involvement  Parent Involvement  WNR IT The Written Notice Includes:  VII. 2 Ves No N/A UD Training Date:  Documentation that training results in correction:  UND Training Date:  Documentation that training results in correction:  Documentation that training results in correction:  Ves No N/A UD Training Date:  Documentation that training results in correction:  Ves No N/A UD Training Date:  Documentation that training results in correction:	12	Parant Involvement			D Training Date:	Decumentation that training regults in correction:
experiences), aligned with the student's post-secondary goals and designed to improve the student's academic and functional achievement of post-secondary goals.  Transitions  TB. OTHER SECONDARY IEP PROCEDURES  TB.1 Segning not later than one year before 18th birthday, the student was informed that rights under Part B will transfer to him/her when he/she reaches 18. Documentation in file. (Age of Majority)  TB.2 At least 30 days before graduation (change of placement), student and parents were provided written prior notice including that the student will graduate from high school with a regular diploma and graduation with a diploma terminates eligibility for special education and related services.  TB.3 Graduation Summary of Performance: LEA provided the student will parameter with a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.  Parent Involvement  Parent Involvement  Parent Involvement  WNR at The Written Notice OF REFUSAL TO TAKE ACTION  Parent Involvement  WNR.1 The Written Notice Includes:  Ves. No. N/A UD Training Date:  Documentation that training results in correction:  Ves. No. N/A UD Training Date:  Documentation that training results in correction:	13	r arent involvement			D Training Date.	Documentation that training results in correction.
Improve the students academic and functional achievement of post-				VII.BS		
Transitions   secondary goals.   Yes   No   NA   UD   Corrected on:						
Transitions  TB OTHER SECONDARY IEP PROCEDURES  TB. Beginning not later than one year before 18th birthday, the student was informed that rights under Part B will transfer to him/her when he/she reaches 18. Documentation in file. (Age of Majority)  Transitions  TB. 2 At least 30 days before graduation (change of placement), student and parents were provided written prior notice indicating that the student will graduate from high school with a regular agriduation with a diploma and graduation with a diploma and graduation with a diploma terminates eligibility for special education and related services.  TB.3 Graduation Summary of Performance: LEA provided the student will a summary of the students academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's post-secondary goals.  Parent Involvement  Parent Involvement  Parent Involvement  WNR. 1 WRITTEN NOTICE OF REFUSAL TO TAKE ACTION  Parent Involvement  WNR. 1 The Written Notice Includes:  Parent Involvement  WNR. 1 A description of the action refused by LEA.  III.J.2  Yes No N/A UD Training Date:  Documentation that training results in correction:  UI.B.1  Training Date:  Documentation that training results in correction:  UII.B.1  Yes No N/A UD Training Date:  Documentation that training results in correction:	13	Transitions		Ves No N/A I	D Corrected on:	
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Transitions   file. (Age of Majority)   Yes No N/A UD   Training Date:   Documentation that training results in correction:				111.0.2		
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Parent Involvement   education and related services.   Yes No N/A UD   Training Date:   Documentation that training results in correction:						
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Parent Involvement WNR.1 The Written Notice Includes:  Parent Involvement WNR.1a A description of the action refused by LEA.  IV.D.2 Yes No N/A UD Training Date: Documentation that training results in correction:		Parent Involvement	WNR WRITTEN NOTICE OF REFUSAL TO TAKE ACTION			
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				IV.D.2 Yes No N/A L	D Training Date:	Documentation that training results in correction:
	7/08/08					18

	Parent Involvement	WNR.1b	An explanation of why LEA proposes or refused to take action.	IV.D.2	Yes No N	/A UD	Training Date:	Documentation that training results in correction:
			A description of other options that the IEP team considered and the reasons why	IV.D.2				
	Parent Involvement		those options were rejected.		Yes No N	/A UD	Training Date:	Documentation that training results in correction:
		WNR.2	A description of each evaluation procedure, assessment, record, or report or report	IV.D.2				
	Parent Involvement		the LEA used as a basis for the refused action.		Yes No N	/A UD	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR.3	A description of other factors that are relevant to LEA's refusal.	IV.D.2	Yes No N		Training Date:	Documentation that training results in correction:
	T dient involvement		A statement that the parents of a student with a disability have protection under the	IV.D.2		A 0D	Training Date.	Documentation that training results in correction.
		VVINIX.T	procedural safeguards of Part B of the IDEA and, if this notice is not an initial referral	14.0.2				
			for evaluation, the means by which a copy of a description of the procedural					
	Parent Involvement		safeguards can be obtained.		Yes No N	/A LID	Training Date:	Documentation that training results in correction:
	T dicit involvement	WNR 5	Sources for parents to contact to obtain assistance in understanding the procedural	IV.D.2		71 00	Training Date.	Documentation that training results in correction.
	Parent Involvement	**********	safeguards of Part B of IDEA.	14.0.2	Yes No N	/A LID	Training Date:	Documentation that training results in correction:
	Parent Involvement	WNR 6	The notice must be written in language understandable to the general public.	IV D 3	Yes No N		Training Date:	Documentation that training results in correction:
	1 dicht involvement	WNR 7	The notice must be provided in the native language or other mode of communication	IV.D.3		71 00	Training Date.	Documentation that training results in correction.
	Parent Involvement	VVINIX.7	used by the parent, unless it is clearly not feasible to do so.	14.0.3	Yes No N	/A LID	Training Date:	Documentation that training results in correction:
	T dient involvement	WNR.8	If the native language or other mode of communication of the parent is not a written	IV.D.3		A 0D	Training Date.	Documentation that training results in correction.
	Parent Involvement	VVINIX.O	language, the LEA must take steps to ensure that:	10.0.3				
	T dicit involvement	WNIR 8a	The notice is translated orally, or by other means, to the parent in his or her language	IV.D.3				
	Parent Involvement	vvivit.oa	or other mode of communication.	14.0.3	Yes No N	/Δ LID	Training Date:	Documentation that training results in correction:
	Parent Involvement	WND 8h	The parent understands the content of the notice.	I// D 3	Yes No N		Training Date:	Documentation that training results in correction:
	Parent Involvement		There is written evidence that these requirements have been met.		Yes No No		Training Date:	Documentation that training results in correction:
	raieiii iiivoiveiiieiii	WINK.OC	There is written evidence that these requirements have been met.	10.0.3	Tes No N	A UD	Training Date.	Documentation that training results in correction.
	Transitions	ТВ	GRADUATION OR AGED OUT					
	Hansilons		Beginning not later than one year before 18th birthday, the student was informed that	III.J.2				
		10.1	rights under Part B will transfer to him/her when he/she reaches 18. Documentation in	111.5.2				
	Transitions		file. (Age of Majority)		Yes No N	/A LID	Training Date:	Documentation that training results in correction:
	Hansilions	TB.2	At least 30 days before graduation (change of placement), student and parents were	VII.C.1	163 110 11/	A 0D	Training Date.	Documentation that training results in correction.
		10.2	provided written prior notice indicating that the student will graduate from high school	VII.C. I				
			with a regular diploma and graduation with a diploma terminates eligibility for special					
	Parent Involvement		services.		Yes No N	/A LID	Training Date:	Documentation that training results in correction:
	r arent involvement	TB.3	Graduation Summery of Performance: LEA provided the student with a summery of	VII.B.7	163 110 11/	A 0D	Training Date.	Documentation that training results in correction.
		10.5	the student's academic achievement and functional performance, including	VII.D.1				
			recommendations on how to assist the student in meeting the student's post-					
	Transitions		secondary goals.		Yes No N	/A LID	Training Date:	Documentation that training results in correction:
	Hansilions	TB.4	When a student with a disability reaches the age of majority (age18) the LEA must	VII.B.6		A 0D	Training Date.	Documentation that training results in correction.
		10.4	provide any notice required by Part B of the IDEA to both the individual and the	VII.D.0				
	Transitions		p to the state of		Voc No N	/A LID	Training Date:	Documentation that training results in correction:
	Hansilions		parents.		Tes No N	A UD	Training Date.	Documentation that training results in correction.
	FAPE in the LRE	ISP	INDIVIDUAL SERVICE PLAN					
	IAFLIIIUBLNE		Is there documentation that a meeting was called to develop/review/revise an	VI.B.2				
	FAPE in the LRE	137.1	Individual Service Plan?	VI.D.Z	Yes No N	/A IID	Training Date:	Documentation that training results in correction:
-	I AFE III (III) LKE	ISP.2		VI.B.8	I ES INO IN	- UD	Training Date.	Documentation that training results in correction.
	FAPE in the LRE	137.2	Was a representative of the private school invited to attend the ISP meeting (either in	VI.B.8	Yes No N	/A IID	Training Date:	Documentation that training regults in correction:
-	FAPE in the LRE	ISP.3	person or by telephone)? Is the ISP reviewed/revised on an annual basis?	VIDO	Yes No N		Training Date:	Documentation that training results in correction:  Documentation that training results in correction:
	Parent Involvement		Is a current Consent for Services (Placement) included in the student's file?		Yes No N		Corrected on:	Documentation that training results in correction:
	Parent involvement	157.4	is a current consent for Services (Placement) included in the students life?	IV.F.10	res no n	A UD	Corrected on.	
	FAPE in the LRE	ED.4	CHNOTIONAL DELIANION ACCESSMENT/DELIANION INTERVENTION DE LA					
	FAPE in the LRE	FBA	FUNCTIONAL BEHAVIOR ASSESSMENT/BEHAVIOR INTERVENTION PLAN					
		FBA	FUNCTIONAL BEHAVIOR ASSESSMENT (FuBA)	15.40				
-	FAPE in the LRE	FBA.1	Does the FuBA have a hypothesis statement that:	I.E.16	Voc. No. N	/A 11D	Corrected on:	
	FAPE in the LRE		Identifies the problem behavior?		Yes No N	A UD	Corrected on:	
		FBA.TD	Describes the antecedent events that reliably predict occurrence and non-occurrence?	I.E.16		/A LID	Commonte di cini	
	FAPE in the LRE				Yes No N	A UD	Corrected on:	

	FAPE in the LRE	FBA.1c	Describes the consequent events that maintain the behavior?			No N			Corrected on:	
	FAPE in the LRE	FBA.2	Does the FuBA include direct observation data to support the hypotheses?	1.E.16	Yes	No N	A U	D	Corrected on:	
	FAPE in the LRE	BIP	BEHAVIOR INTERVENTION PLAN							
	FAPE in the LRE	BIP.1	Does the written behavior plan include:	I.E.4						
	FAPE in the LRE	BIP.1a	Target behavior?	I.E.4	Yes	No N	A U	О	Corrected on:	
	FAPE in the LRE	BIP.1b	Strategies for teaching replacement behavior?	I.E.4	Yes	No N	A U	О	Corrected on:	
	FAPE in the LRE	BIP.1c	Reinforcers?	I.E.4	Yes	No N	A U	D	Corrected on:	
	FAPE in the LRE	BIP.1d	Schedule for review of intervention effectiveness data?	I.E.4	Yes	No N	A U	О	Corrected on:	
-	<del>-</del>								•	•
_	_									
		YIC	FOSTER CARE, YIC, UNLOCATABLE PARENT, OR UNACCOMPANIED							
	FAPE in the LRE		HOMELESS YOUTH							
	Parent Involvement	YIC.1	Who signed the IEP as a parent? (Cannot be DCFS)	IV.V.5	Yes	No N	A U	D	Training Date:	Documentation that training results in correction:
	FAPE in the LRE	YIC.2	Did LEA protect the rights of the student when parent could not be located?	IV.V.1	Yes	No N	A U	D	Training Date:	Documentation that training results in correction:
	General Supervision	LEP	LIMITED OR NON-ENGLISH SPEAKING STUDENTS							
9, 10	General Supervision	LEP.1	Was English proficiency and/or native language assessed?	I.E.26	Yes	No N	A U	D	Corrected on:	
9, 10	General Supervision	LEP.2	What was the IPT or UALPA Score?	I.E.26						
		LEP.3	If student had limited or no English proficiency in oral language, reading, or writing,	I.E.28						
9, 10	General Supervision		were appropriate assessments in native language administered?		Yes	No N	A U	D	Corrected on:	
	Parent Involvement	LEP.4	Do the parents have limited English?	N/A	Yes	No N	A U	D	Information Item Only	
	Parent Involvement		If LEP.4 = Yes, was an interpreter at all meetings?	II.G.4	Yes	No N	A U	D	Training Date:	Documentation that training results in correction:
		LEP.6	If LEP.4 = Yes, which of the following forms was provided in the parents native	IV.D.3						
	Parent Involvement		language?		Yes	No N	A U	D	Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6A	Consent for evaluation.	IV.D.3					Training Date:	Documentation that training results in correction:
	Parent Involvement	LEP.6B	Evaluation Summery Report.	IV.D.3	Yes	No N	A UE		Training Date:	Documentation that training results in correction:
	Parent Involvement		Eligibility Determination.	IV.D.3					Training Date:	Documentation that training results in correction:
	Parent Involvement		IEP.	IV.D.3					Training Date:	Documentation that training results in correction:
	Parent Involvement		Consent for Initial Placement.	IV.D.3					Training Date:	Documentation that training results in correction:
	Parent Involvement		Procedural Safeguards.	IV.D.3					Training Date:	Documentation that training results in correction:
	Parent Involvement		If forms were unavailable in the native language, was an interpreter provided?	IV.D.3					Training Date:	Documentation that training results in correction:
			What was the parents preferred language or form of communication? (Information	N/A	1	,			g =	
	Parent Involvement	5	item)	''''	Yes	No N	А Ш	D	Information Item Only	
			inon-y	1						I .